

**THE INFLUENCE OF USING BUZZ GROUP TOWARDS STUDENTS'
READING COMPREHENSION ON RECOUNT TEXT
AT THE ELEVENTH GRADE OF SMA NEGERI 2
TUMIJAJAR IN THE ACADEMIC YEAR
2018/2019**

A Thesis

Submitted as a Partial Fulfillment of
the Requirements for S1-Degree

**By
DIAN HAPSARI
NPM. 1411040240**

Study Program: English Education

Advisor : Dr. M. Muhassin, M.Hum

Co-Advisor : M. Sayid Wijaya, M.Pd



**TARBIYAH AND TEACHING TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
RADEN INTAN LAMPUNG
2019**

**THE INFLUENCE OF USING BUZZ GROUP TOWARDS STUDENTS'
READING COMPREHENSION ON RECOUNT TEXT
AT THE ELEVENTH GRADE OF SMA NEGERI 2
TUMIJAJAR IN THE ACADEMIC YEAR
2018/2019**

A Thesis

Submitted as a Partial Fulfillment of
the Requirements for S1-Degree



**TARBIYAH AND TEACHING TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
RADEN INTAN LAMPUNG
2019**

ABSTRACT

THE INFLUENCE OF USING BUZZ GROUP TOWARDS STUDENTS' READING COMPREHENSION ON RECOUNT TEXT AT THE ELEVENTH GRADE OF SMA NEGERI 2 TUMIJAJAR IN THE ACADEMIC YEAR 2018/2019

**By
Dian Hapsari**

Reading is one of language skills that should be mastered by the students. In reading the text, readers can find the knowledge and get information from printed text. The students' reading comprehension of SMA Negeri 2 Tumijajar is still low especially in reading recount text. The students' score is in the criteria of Brown, which is the reading score of the students is poor when the students get 45-67, it can be seen from the students' reading score in preliminary research. To solve the problem, the researcher applied Buzz Group technique. The objective of this research is to know whether there is a significant influence of using buzz group towards students' reading comprehension on recount text at the eleventh grade of SMA Negeri 2 Tumijajar in the academic 2018/2019.

The research methodology was quasi experimental design. In this research, the population was the eleventh grade of SMA Negeri 2 Tumijajar. The sample of this research was two classes consisting of 33 students for experimental class and 33 students for control class. In the experimental class, the researcher used buzz group and in the control class the teacher used think pair share. The treatments were held in 3 meetings in which 2 x 45 minutes for each class. In collecting data, the researcher used instrument in the form of multiple choice questions which had been tried out prior to the treatments. The instrument was given in pre-test and post-test. Before giving the treatment, the researcher gave pre-test for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, the researcher analyzed the data using SPSS (Statistical Package for The Social Sciences) to compute independent sample t-test.

From the data analysis computed by SPSS, it was obtained that $Sig. = 0.002$ and $\alpha = 0.05$. It means H_a is accepted because $Sig. < \alpha = 0.002 < 0.05$. Therefore, there is a significant influence of using buzz group towards students' reading comprehension on recount text at the eleventh grade of SMA Negeri 2 Tumijajar in the academic year 2018/2019.

Keyword: reading comprehension, recount text, buzz group technique



KEMENTERIAN AGAMA

UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG

FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Letkol H. endro Sutarmin, Sukarama, Bandar Lampung 35131 Telp. (0721)

83260

APPROVAL

Title

THE INFLUENCE OF USING BUZZ GROUP
TOWARDS STUDENTS' READING
COMPREHENSION ON RECOUNT TEXT AT
THE ELEVENTH GRADE OF SMA NEGERI 2
TUMIJAJAR IN THE ACADEMIC YEAR

2018/2019

Student's Name

Dian Hapsari

Student's Number

1411040240

Study Program

English Education

Faculty

Tarbiyah and Teacher Training

APPROVED

Was tested and defended in the examination session at Tarbiyah and Teacher
Training Faculty, State Islamic University Raden Intan Lampung

Advisor

Dr. M. Muhassin M. Hum

NIP. 197708182008011012

Co-Advisor

M. Sayid Wijaya, M.Pd

NIP. 198803172015031006

The Chairperson of
English Education Study Program

Meisuri, M.Pd

NIP. 198005152003122004



KEMENTERIAN AGAMA

UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG

FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Letkol H. Endro Sutarmin, Sukarame, Bandar Lampung 35131 Telp. (0721) 783260

ADMISSION

A research proposal entitled: **"THE INFLUENCE OF USING BUZZ GROUP TOWARDS STUDENTS' READING COMPREHENSION ON RECOUNT TEXT AT THE ELEVENTH GRADE OF SMA NEGERI 2 TUMIJAJAR IN THE ACADEMIC YEAR 2018/2019"**, by: **DIAN HAPSARI, NPM:**

1411040240, Study Program: English Education was tested and defended in the examination session, held on: Thursday, February 28th 2019.

Board of Examiners:

The Chairperson : Iwan Kurniawan, M.Pd

The Secretary : Istiqomah Nur R., M.Pd

The First Examiner : M. Ridho Kholid, M.Pd

The First Co-Examiner : Dr. M. Muhassin, M.Hum

The Second Co-Examiner : M. Sayid Wijaya, M.Pd

The Dean

Tarbiyah and Teacher Training Faculty

Prof. Dr. H. Ghazril Anwar, M.Pd

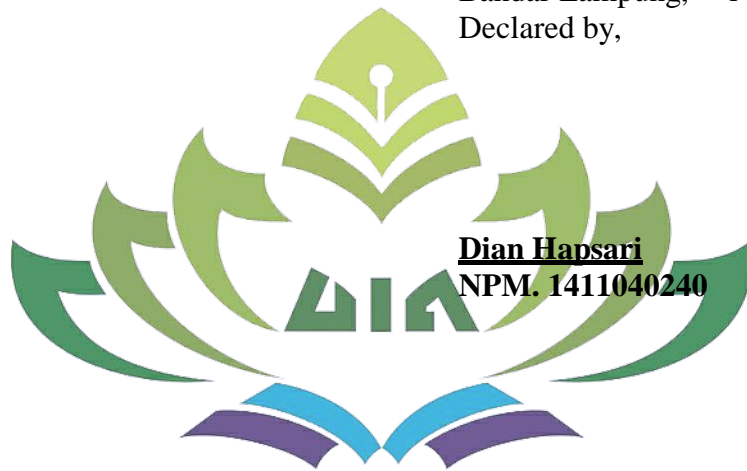
NIP. 195608101987031001



DECLARATION

I hereby state that this thesis entitled “The influence of using buzz group towards students’ reading comprehension on recount text at the eleventh grade of SMA Negeri 2 Tumijajar in the academic year 2018/2019” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, November 2018
Declared by,



MOTTO

الَّذِينَ آتَيْنَاهُمُ الْكِتَابَ يَتْلُونَهُ حَقَّ تِلَاوَتِهِ أُولَٰئِكَ يُؤْمِنُونَ بِهِ ۚ وَمَن
يَكْفُرْ بِهِ ۚ فَأُولَٰئِكَ هُمُ الْخَاسِرُونَ ﴿١٢١﴾

“The people whom we gave the book or those to whom we have given the recite it as it should be recited, they are the ones that believer therein. And whose disbelieve in it, those are they who are the loser.” (QS. Al-Baqarah: 121)¹



¹ Muhammad Shohib, *Al-Qur'an dan Terjemahannya Special Woman*, (Bandung: PT Sygma Examedia Arkanleema), p. 19.

DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate the thesis to:

1. my beloved father, Suhariyono and my beloved mother Sri Wahyuni, who always pray, support, and guide me to be success in my study and my life.
2. my lovely brother Febrino, who always motivates me to succeed.
3. my beloved Almamater, UIN Raden Intan Lampung which has contributed a lot for my development.
4. my amazing friends in UIN Raden Intan Lampung.
5. my beloved organization, UKM Pramuka Racana Raden Imba Kesuma Ratu – Putri Sinar Alam.



CURRICULUM VITAE

The name of the writer is Dian Hapsari. She was born in Serang on February 5th, 1996. She is the first child of Mr. suharyono, and Mrs. Sri Wahyuni. She has one young brother whose name is Febrino.

The writer began her school at TK Muhammadiyah in 2002. In the same year, she continued study in SD Negeri 3 Mulya Asri in 2002 and graduated in 2008. After that, she continued her study to SMP Negeri 1 Tulang Bawang Tengah and graduated in 2011. In the same year, she continued her study in SMA Negeri 2 Tumijajar and graduated in 2014. After that, she continued her study in UIN Raden Intan Lampung as the students of English Study Program of Tarbiyah and Teacher Training Faculty.

During her study in UIN Raden Intan Lampung, she joined in organizations UKM Pramuka (Racana Raden Imba Kesuma Ratu – Putri Sinar Alam). When she was in the fifth semester, she became head of division infrastructure and tool and in the seventh semester she became chairwoman of UKM Pramuka.

ACKNOWLEDGEMENT

Praise to Allah, the most gracious and the most merciful, who has given her blessing and chance for completing this undergraduate thesis “The influence of using buzz group towards students’ reading comprehension on recount text at the eleventh grade of SMA Negeri 2 Tumijajar in the academic year 2018/2019”. This undergraduate thesis is written as one of requirements of S-1 degree the English Education Study Program of UIN Raden Intan Lampung. In finishing this undergraduate thesis, the researcher obtained so many helps, supports, love, and many valuable things from various sides. Therefore, the researcher would sincerely thank to:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung, with his personnel who have given an opportunity and forbearance to the researcher when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd, the chairwoman of English Education Study Program of UIN Raden Intan Lampung.
3. Dr. M. Muhassin, M.Hum as the advisor who patiently guided the researcher until the completion of this thesis.
4. M. Sayid Wijaya, M.Pd, the great Co-advisor who has always patiently guidance and spent countless time that has given to the researcher to finish this thesis.
5. All excellent lecturers of English Education Study Program of UIN Raden Intan Lampung.

6. Suharto, S.Pd, the headmaster of SMA Negeri 2 Tumijajar for allowing her to conduct the researcher.
7. Uswatun Hasanah, S.Pd, the English Teacher of SMA Negeri 2 Tumijajar who has helped and given suggestions during the researcher process, and the students of the eleventh grade of SMA Negeri 2 Tumijajar for being cooperative during the research.
8. Her beloved friends Riska Qomariyah, Bella Saputri, Destri Melatsari, who always give motivation on completing this thesis.
9. Her great organizations that always support and teach many knowledge and experience as long as her study.
10. Her big family in English Education Study Program.

May Allah, the most gracious and the most merciful, always give blessing and love for the people who love her and she is loved for guidance, support that have been given to the researcher. She really expects that this thesis can give advantages for the reader and the next.

Bandar Lampung, November 2018
The researcher,

Dian Hapsari
NPM.1411040240

TABLE OF CONTENT

COVER	i
ABSTRACT	ii
APPROVAL.....	iii
ADMISSION.....	iv
DECLARATION.....	v
MOTTO	vi
DEDICATION.....	vii
CURRICULUM VITAE	viii
ACKNOWLEDGMENT.....	ix
TABLE OF CONTENT.....	xi
LIST OF TABLES	xiv
LIST OF FIGURES	xv
LIST OF APPENDICES.....	xvi

CHAPTER I INTRODUCTION

A.	Back
ground of the Problem.....	1
B.	Identi
fication of the Problem.....	5
C.	Limit
ation of the Problem.....	5
D.	Form
ulation of the Problem.....	6
E.	Obje
ctive of the Problem.....	6
F.	Signi
ficance of the Research.....	6
G.	Scop
e of the Research.....	7
1.....	Subje
ct of the Research.....	7
2.....	Obje
ct of the Research.....	7
3.....	Place
of the Research.....	7
4.....	Time
of the Research.....	7

CHAPTER II REVIEW OF RELATED LITERATURE

A.	Conc
ept of Reading	8
B.	Conc
ept of Reading Comprehension.....	9
C.	Conc
ept of Teaching Reading Comprehension	13

D.	Concept of the Text	15
E.	Types of the Text.....	16
F.	Concept Recount Text	18
1.	Definition of Recount Text	18
2.	Types and Example of Recount Text	19
3.	Social function of Recount Text	21
4.	Language Features.....	21
5.	Generic Structure.....	22
G.	Concept of Buzz Group	23
1.	Definition of Buzz Group.....	23
2.	Procedure of Using Buzz Group	26
3.	Advantages of Using Buzz Group	27
4.	Disadvantages of Using Buzz Group	27
5.	Teaching Reading Comprehension on Recount Text By Using Buzz Group	27
H.	Concept of Think Pair Share	29
1.	Definition of Think Pair Share	30
2.	Procedure of Using Think Pair Share	31
3.	Advantages of Using Think Pair Share.....	32
4.	Disadvantages of Using Think Pair Share.....	32
5.	Teaching Reading Comprehension on Recount Text By Using Think Pair Share	32
I.	Framework of Thinking.....	34
J.	Hypothesis.....	35

CHAPTER III RESEARCH METHODOLOGY

A.	The Research Design.....	36
B.	Variable of the Research.....	37
C.	Operational of Definition Variable	38
1.....	Independent Variable	38
2.....	Dependent Variable	38
D.	The Population, Sample, and Sampling Technique Of the Research.....	38
1.....	Population.....	38
2.....	Sample.....	39
3.....	Sampling Technique.....	39
E.	Data Collecting Technique	40
1.....	Pre-test	40
2.....	Post-test	41
F.	Instrument of the Research.....	41
G.	Research Procedure.....	44
1.....	Planning.....	44
2.....	Application.....	45
3.....	Reporting	46
H.	Scoring Procedure.....	46
I.	Validity and Reliability of the test Instrument.....	47
1.....	Validity of the Test	47
2.....	Reliability of the Test	49
J.	Data Analysis.....	50
1.....	Fulfillment of the Assumptions.....	50

a.....	Norm
ality Test.....	51
b.	Hom
ogeneity Test	51
2.....	Hypo
thetical Test	52

CHAPTER IV RESULT AND DISCUSSION

A.	Resul
t of the test.....	53
1.....	Resul
t of the Pre-test in Experimental Class	53
2.....	Resul
t of the Pre-test in Control Class	55
3.....	Resul
t of the Post-test in Experimental Class	56
4.....	Resul
t of the Post-test in Control Class.....	57
B.	Data
Analysis.....	59
1.....	Fulfil
lment of the Assumption	59
2.....	The
result of Normality Test	59
3.....	The
result of Homogeneity Test	60
4.....	The
result of Hypothetical Test.....	61
C.	Discu
ssion.....	62

CHAPTER V CONCLUSION AND SUGGESTION

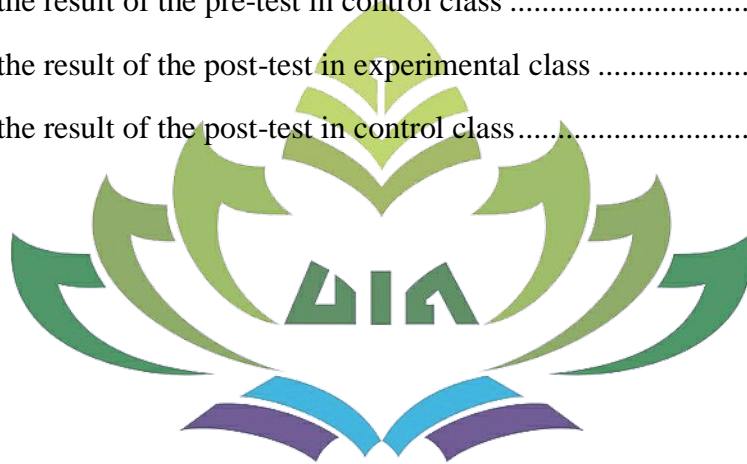
A.	Conc
lusion	65
B.	Sugg
estion	65

REFERENCES

APPENDICES

LIST OF TABLES

Table 1 the students' reading score at the eleventh grade of SMA Negeri 2 Tumijajar in the academic 2018/2019	3
Table 2 pre-test and post-test design.....	38
Table 3 the population of the students at the eleventh grade of SMA Negeri 2 Tumijajar in the academic 2018/2019	39
Table 4 specification of pre-test and post test before validity test	43
Table 5 specification of pre-test and post test after validity test.....	44
Table 5 the result of the pre-test in experimental class	55
Table 6 the result of the pre-test in control class	56
Table 7 the result of the post-test in experimental class	58
Table 8 the result of the post-test in control class.....	59



LIST OF FIGURES

Figure 1 generic structure of recount text	22
Figure 2 result of the pre-test in experimental class	54
Table 3 the result of the pre-test in control class	55
Table 4 the result of the post-test in experimental class	56
Table 5 the result of the post-test in control class.....	58



LIST OF APPENDICES

Appendix 1 The Result Interview with The Teacher of SMA Negeri 2 Tumijajar	72
Appendix 2 The Result Interview with The Students of SMA Negeri 2 Tumijajar	73
Appendix 3 Students' Score of the Eleventh Grade of SMA Negeri 2 Tumijajar	76
Appendix 4 Syllabus	79
Appendix 5 Lesson Plan Experimental Class	83
Appendix 6 Lesson Plan Control Class.....	91
Appendix 7 The Instrument for Pre-Test	99
Appendix 8 The Instrument for Post-Test.....	107
Appendix 9 Validation Form for Reading Test for Pre-test.....	116
Appendix 10 Validation Form for Reading Test for Post-test.....	117
Appendix 11 Validity Pre-Test	118
Appendix 12 Validity Post-Test.....	119
Appendix 13 Validity of Try-Out for Pre-Test	120
Appendix 14 Validity of Try-Out for Post-Test.....	121
Appendix 15 Reliability Pre-Test and Post-Test.....	122
Appendix 16 List Sample of the Research.....	123
Appendix 17 Students Score of Pre-test and Post-test in Experimental and Control Class at the SMA Negeri 2 Tumijajar in the Academic Year 2018/2019	124
Appendix 18 Result of the Pre-test in Experimental Class	125
Appendix 19 Result of the Pre-test in Control Class	126
Appendix 20 Result of the Post-test in Experimental Class	127
Appendix 21 Result of the Post-test in Control Class.....	128
Appendix 22 Result Normality of the Experimental and Control Class.....	129
Appendix 23 Result Homogeneity of the Experimental and Control Class.....	130

Appendix 24 Result Hyphothetical of the Experimental and Control Class....	131
Appendix 25 Documentations of Research by Using Buzz Group.....	132



CHAPTER I INTRODUCTION

A. Background of the Problem

Reading, which is one of the four language skills, can be classified into two types: initial reading and reading comprehension.¹ It means that reading for meaning is essentially an attempt to comprehend texts. It involves a number of met a cognitive activities of comprehension monitoring. Learning to read is a process that involves a number of different skills and experiences. It depends on learning to decode individual words and to comprehend the meaning of a text. Reading to learn refers to reading for remembering or studying. It involves all the activities of reading for meaning. The reading material is not only comprehensible but also memorable.²

Reading is very important for language capability. According to Harmer, reading is not a passive skill.³ It means that students must understand what the words mean, and understand the arguments. The reading is an activity that can improve the students' language ability, when students read; they must understand what they read.

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with

¹ Bambang Yudi Cahyono, Utami Widiati, *the Teaching of EFL Reading in Indonesian Context: The State of The Art*. (TEFLIN Journal, 2006), Vol. 17 No. 1, p. 37-38.

² Arifudin Hamra, Enny Syatriana, *Developing a Model of Teaching Reading Comprehension for EFL Students*. (TEFLIN Journal, 2010), Vol. 21, No. 1, p. 28-29.

³ Jeremy Harmer, *How to Teach English (An Introduction to the Practice of English Language Teaching)*, (England: Longman, 1998), p. 82.

knowledge, causing to know or understand.⁴ It means that to show or help somebody how to do or understand something or to change somebody's ideas. Teaching is a process of transferring knowledge from the teacher to the students or to give somebody knowledge and understand about something by using some creative ways in transferring the knowledge. Teaching reading is useful for other purposes. Any exposure to English (provided students understand it more or less) is a good thing for English students.⁵ In other words, teaching reading can make the students understand the text. They can understand for what they read and how to read.

Reading comprehension is essential both in Indonesian language and English language. Students may not find any difficulty to comprehend text as reading material in Indonesian language, but what happened to the students when they read text in English language. Many of students become frustrated when they have difficulties in reading comprehension of English comprehension because the students not like learn English language. The students bored with the technique used by teacher so it makes the students lack in reading comprehension. This also happened to the students at SMA Negeri 2 Tumijajar.

Furthermore, the researcher asks the teacher about the criteria of the score in reading skill. Based on criteria of Brown, the reading score of the students is poor if the students get 45–67. Based on preliminary research, the researcher found some students have low score in reading. Many of students

⁴ H. Douglas Brown, *Principles of Language Learning and Teaching Fourth Edition*, (New York: Pearson Longman, 2000), p. 7.

⁵ *Ibid*, p. 68

become frustrated when they have difficulties in reading comprehension of English comprehension because the students not like learn English language. The students bored with the technique used by teacher so it makes the students lack in reading comprehension. This also happened to the students at SMA Negeri 2 Tumijajar, it can be seen by students reading score in the Table 1.

Table 1
The Students Reading Score at the Eleventh Grade
SMA Negeri 2 Tumijajar in the Academic Year 2018/2019

No.	Class	Students' Score		The Number of Students
		≥ 67	< 67	
1.	XI IPA 1	18	17	35
2.	XI IPA 2	15	18	33
3.	XI IPS 1	16	19	35
4.	XI IPS 2	13	20	33
5.	XI IPS 3	17	18	35
Total		79	92	171
Percentage		46.19%	53.80%	100%

Source: Document of Students Score for English Test at the Eleventh Grade Students of SMA Negeri 2 Tumijajar in the Academic Year 2017/2018.

Besides the students' reading score is low, there are some problem faced both teacher and students in the teaching and learning reading process. In teaching reading the teacher did not use specific technique that focuses on reading comprehension. The teacher use technique just a read only, sometimes the teacher make a pairs in learning process. The teacher asked the students about they read in the paper.

Based on those problems, teacher should use technique of teaching that can develop the reading comprehension of the students. There are many kinds of reading technique that can be applied by teacher one of the technique is Buzz Group. According to Nuriati, Buzz Group is Buzz group technique is a

team of four to six students that are formed quickly and extemporaneously to respond to course-related questions in order to get ideas that are generated with a feedback and discussed by whole group.⁶ It means that Buzz Group can respond to more questions. Therefore by dividing to whole class into small groups, more students have the opportunity to express their thoughts.

Buzz Group is effective to be implemented in teaching learning reading comprehension. It has been applied by Sari at SMAN 6 Kediri, on her research entitled “The Effect of Buzz Group Technique to the Students’ Reading Comprehension at Eleventh Grade of SMAN 6 Kediri Academic Year 2015/2016” it showed that in teaching reading this technique makes the students interested to read.⁷

Another research by Aji at SMA Negeri 1 Karanganyar, on her research entitled “Using Buzz Group Technique to Improve Students’ Reading Comprehension (A Classroom Action Research at the First Grade of SMA Negeri 1 Karanganyar in the Academic Year of 2011/2012)”, it showed that the students more active and brave in teaching and learning process.⁸ It means that using Buzz Group also gives positive effect toward students’ reading comprehension.

⁶ Nuriati, Jos E. Ohoiwutun, Mashuri, *Improving Students’ Reading Comprehension By Using Buzz Group Technique*, (E-Journal of English Language Teaching Society (ELTS), 2015), Vol. 3, No. 2, p. 2-3.

⁷ Yuni Indah Novita Sari, *The Effect of Buzz Group Technique to the Students’ Reading Comprehension At Eleventh Grade Of SMAN 6 Kediri Academic Year 2015/2016*.

⁸ Rista Karisma Putri Aji, *Using Buzz Group Technique to Improve Students’ Reading Comprehension (A Classroom Action Research at the First Grade of SMA Negeri 1 Karanganyar in the Academic Year of 2011/2012)*.

There some differences between previous research and present research. The previous research has been done at SMAN 6 Kediri and SMA Negeri 1 Karanganyar meanwhile the present research has been done at SMA Negeri 2 Tumijajar. The previous research focused on effect of Buzz Group and improved students' reading, not specific to certain in text types. Meanwhile the present research used Buzz Group to teach personal recount text with theme holiday and experience.

Based on those explanations, the researcher purposed the used of Buzz Group as an alternative technique that can be used for teaching English especially for teaching reading comprehension. Finally, the researcher entitled this research "The influence of using Buzz Group towards students' reading comprehension on recount text at the eleventh grade of SMA Negeri 2 Tumijajar in the academic year 2018/2019."

B. Identification of The Problem

Based on the background of the problem, the researcher found some problems as follows:

1. The students' reading comprehension was low.
2. The students were bored with the technique by teacher.
3. The teaching and learning process was not interesting.

C. Limitation of The Problem

From the identification of the problem, the researcher focused and emphasized the research influence of using Buzz Group towards students'

reading comprehension on recount text at the eleventh grade of SMA Negeri 2 Tumijajar in the academic year 2018/2019. The researcher focused in personal recount text based on the syllabus.

D. Formulation of The Problem

In this research, the researcher formulated the problem as follows: is there any significant influence of using buzz group towards students' reading comprehension on recount text at the eleventh grade of SMA Negeri 2 Tumijajar in the academic year 2018/2019?

E. Objective of The Research

Based the formulation of the research, the objective of research is as follows: to know and describe influence of using Buzz Group towards students' reading comprehension on recount text at the eleventh grade of SMA Negeri 2 Tumijajar in the academic year 2018/2019.

F. Significance of The Research

This research is intended to give some used in English teaching field. The used of the research were:

1. Theoretically, the result of the research could be used a source of information for teacher and students in teaching reading comprehension by using buzz group technique.
2. Practically, the students can improve their reading skill and can solve their problem in reading comprehension by using buzz group technique.

G. Scope of The Research

1. The Subject of the Research

The subject of the research was the students at first semester in the eleventh grade of SMA Negeri 2 Tumijajar.

2. The Object of the Research

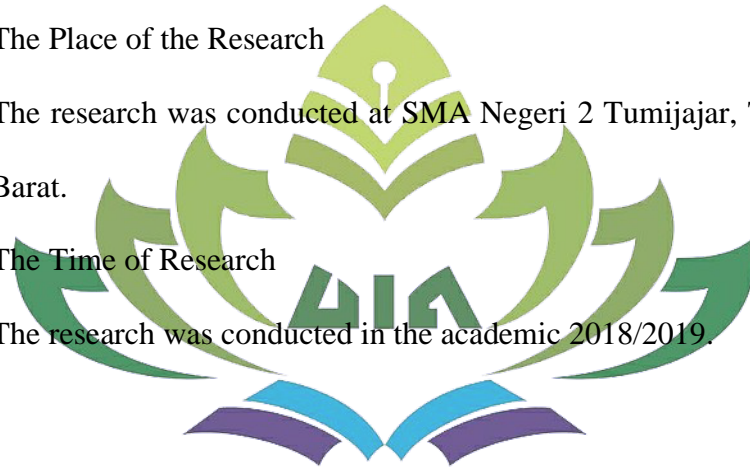
The object of the research was Buzz Group process and reading comprehension of recount text at the eleventh grade of SMA Negeri 2 Tumijajar.

3. The Place of the Research

The research was conducted at SMA Negeri 2 Tumijajar, Tulang Bawang Barat.

4. The Time of Research

The research was conducted in the academic 2018/2019.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Reading

Reading is one of the language skills that must be mastered by English learners. According to Jennifer, reading is thinking and understanding and getting at the meaning behind a text.¹ It means that reading is process through which the readers to get a message from an article. Reading is one of the ways to communicate in written forms.² It means that through reading, someone will get information or message needed. One should comprehend or understand the ideas when they read.

According to Linse and Nunan, reading is a set of skills that involves making sense and deriving meaning from printed word.³ It means that reading is a process of understand the meaning from the text. In reading the text, the reader should comprehend with their text because it can make the reader easier to get main ideas from the text and their reading activity will be success.

According to Harris and Graham, reading is an activity that has a purpose.⁴ It means that reading is a process to get understanding from a text. The reader can understand information by interpreting source information from the text. Then, reading has purpose to comprehend of the text. To understand text, the reader needs to be able to read the words, retrieve the words' meanings, put

¹ Jennifer Serravallo, *Teaching Reading in Small Group*, (Portsmouth: Heinemann, 2010), p. 43.

² Nuriati, Jos E. Ohoiwutun, Mashuri, *Improving Students' Reading Comprehension By Using Buzz Group Technique*, (E-Journal of English Language Teaching Society (ELTS), 2015), Vol. 3, No. 2, p. 1.

³ Caroline Linse and David Nunan, *Practical English Language Teaching: PELT Young Learners*, (New York: McGraw-Hill Companies, 2005), p. 69.

⁴ Karen R. Harris, and Graham Steve, *Teaching Reading Comprehension to Students With Learning Difficulties*, (New York: The Guilford Press, 2015), p. 104.

the words together to form meaningful ideas, and assemble a larger model of what the text is about.⁵

According to explanation, the researcher assumes that reading is an act done by a person to get the meaning of a text. By reading, the reader will know what they read and challenge to response the ideas of the author. The purpose of reading passage commonly is to find information from reading passage and to enhance knowledge of the language being read.

B. Concept of Reading Comprehension

The most important of reading is comprehension. Tankersley states comprehension is the center of reading.⁶ It means that comprehension is the power of reading. It is also influenced by the experience of the reader. Therefore reading is also interaction activity between the text and the reader.

Further, Willis states that comprehension is defined as intentional thinking during which meaning is constructed through interactions between and reader.⁷ It means that comprehension is understood while reading text. The interaction between texts with the reader is in the process of building understanding of the text.

⁵ Donna M. Scanlon, Kimberly L. Anderson, and Joan M. Sweeney, *Early Intervention for Reading Difficulties: The Interactive Strategies Approach*, (New York: The Guilford Press, 2010), p. 10.

⁶ Karen Tankersley, *Threads of Reading: Strategy for Literacy Development*, (United State of America: Library of Congress Cataloging in Publication Data, 2003), p. 90.

⁷ Judy Willis, *Teaching The Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension*, (Virginia: ASDC Publications, 2008), p. 138.

According to Brown, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.⁸ It means comprehension is ability to understand and getting information something. There are some aspects in reading comprehension:

1. Main idea

Main idea is basically the most important thought about the topic. According to Alexander et.al, main idea is what the author wants to you to know and understand about the topic.⁹ It means that main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. In other words, main idea is actually the point of paragraph.

2. Expression/idiom/phrase in context

The question of expression/idiom/phrase in context is a common word or phrase with a culturally understood meaning that differs from what its composite words' denotations would suggest.¹⁰ In other word, a passage may have multi meaning word and special, so the reader must identify which meaning from the information the passage.

⁸ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy (2nd Ed)*, (San Fransisco: Longman, 1998), p. 306.

⁹ Sandra Luna McCune, Vi Cain Alexander, and E. Donice McCune, *Cliffs Notes Praxis II*, (Canada: Wilcy Publishing, 2009), p. 12.

¹⁰ English-language idioms, https://en.wikipedia.org/wiki/English-language_idioms. accessed on Tuesday March 20th, 2018 7 p.m.

3. Inference (implied detail)

According to Hatch, inference questions ask you about information that is implied by the passage rather than directly stated.¹¹ In other words, inference question is guessing something that is not directly stated in the text.

4. Grammatical Features (reference)

According to Dummett, reference is a relation that obtains between expressions and what speakers use expressions to talk about.¹² It means that reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object.

5. Detail (scanning for a specifically stated detail)

In discussion about reading, this skill is frequently referred to as scanning. In contrast to reading for gist, we read because we want to specific details.¹³ It means that the reader must read with comprehend in order to get the point from the text.

6. Excluding fact not written

Excluding fact not written question ask you the information in text that is not explains directly.

¹¹ Lisa Zimmer Hatch, Scott Hatch, Amy Hackney Blackwell, *LSAT for Dummies*, (London: Wiley publisher, 2004), p. 27.

¹² Micheal Dummett, *Philosophy of Language*, (New York: Harper and Row Publisher, 1973), p. 204.

¹³ Jeremy Harmer, *The Practice of English Language Teaching (3rd Ed)*, (Cambridge: Longman, 2001), p. 215.

7. Supporting idea

Supporting idea underscores the writer's main idea by providing clarification of its meaning or evidence to corroborate.¹⁴ It means supporting idea clarifies the topic sentence or main idea of a written passage.

8. Vocabulary in context¹⁵

Vocabulary in context question asks about the meaning of a word or phrase as it is used in the passage. It means that, vocabulary in context question is a question that asks reader to determine the meaning of vocabulary.

Based on that explanation, it can be summarized that reading comprehension is a process in which the reader tries to understand the content of the text. Meanwhile, reading is getting information from the text. The readers read the text to get information about main idea, expression/idiom/phrase in context, inference (implied detail), grammatical (reference), detail (scanning for specifically stated detail), excluding fact not written, supporting idea, vocabulary in context. The readers describe those components by using their own language. Comprehension means skill to understanding the purpose and meaning of the text, that the readers understand the content of reading.

¹⁴ Sandra Luna McCune, et. al. *Op.Cit.* p. 13.

¹⁵ H. Douglas Brown, *Language Assessment: Principle and Classroom Practice*, (New York: Pearson Education, 2004), p. 206.

C. Concept of Teaching Reading Comprehension

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.¹⁶ It means that, teaching is a process for the learners to gain information from their learning activity. The teacher also should make the learning process more fun and interest to make the learners enjoy and comfortable in the learning reading process.

Teaching reading is useful for other purposes. Any exposure to English (provided students understand it more or less) is a good thing for English students.¹⁷ It means that teaching reading can make the students understand the text. Teaching reading activity is important for the students. They can understand for what they read and how to read.

During teaching reading process, we must pay attention about the principle of teaching reading.¹⁸ Teaching reading can provide students with many opportunities to study language, such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraph, and text.

Teacher has some principle in teaching reading. The principle can be standard to limit teachers when they teach reading. The principles of teaching reading are stated that reading is not passive skill, students need to be engaged with what they are reading, students should to be encouraged to respond to the content of a reading text, not just to the language, prediction is major factor in

¹⁶ H. Douglas Brown, *Op.Cit.* p. 206

¹⁷ Jeremy Harmer, *How to Teach English (An Introduction to the Practice of English Language Teaching)*, (England: Longman, 1998), p. 68.

¹⁸ *Ibid.* p. 68.

reading, match the task to the topic, and good teacher exploit reading texts to the full.¹⁹

Based on that explanation, it can be summarized that the principle of teaching reading can improve the students' reading skills and help the students become better readers. The six principles will give teachers food for thought and reflection as they consider their beliefs about how best to help their students become proficient foreign-language readers.

In teaching reading, the teacher should be planned as a part of a lesson; these three phases would be integrated into your instructional sequence and may include passage from the textbook, handouts of internet materials, primary documents, charts.

1. Pre-reading. It includes preparing the learner for reading by forming or activating relevant schema.
2. While-reading. It involves undertaking the task as set.
3. Post-reading. It can be varied, encompassing any follow up or exploitation of what has been read.²⁰

It means that in teaching reading, the teacher should have or plan the stages of teaching reading which can make easier in teaching reading process, the stages that can be used in teaching reading are pre-reading, while-reading, and post-reading.

Based on those explanations, it can be informal that teaching reading is not passive activity. Students must enjoy during reading process. As we know the

¹⁹ *Ibid.* p. 101.

²⁰ Keit Johnson, *An Introduction to Foreign Language Learning And Teaching*, (New York: Routledge, 2013), p. 149.

advantages of reading is to give the students' knowledge that they never know before. In teaching reading, students and teacher can be a partner to make the teaching process more effective.

D. Concept of The Text

Creating a text requires us to make choice about the words we use and how we put them together. If we make the right choice then we can communicate with others. Our choice of words will depend on our purpose and our surroundings (context).²¹ It means that a text formed from the words that the preparation is done by powerful idea, so it has meaning.

A text is a meaningful linguistic unit in a context. A linguistic unit is a phoneme or a morpheme or phrase or a clause, or a sentence or a discourse. Meaningful is full of meaning.²² It means that texts have a phrase, so it has a meaning should be understood by the reader.

According to Wallace in Hedgcock and Ferris, a text is a verbal record of communicative act.²³ It means that a text could either be written or a transcribed version of speech. Moreover, Hartono states that text is a unit of meaning which is coherent and appropriate for its context.²⁴ It means that is a set of some paragraph which has the coherent and appropriate ideas.

Based on that theory, it can be concluded that text is a unity of meaning that has relationships between words to one another. Form by words that are

²¹ Mark Anderson and Katty Anderson, *Text Types in English 2*, (South Yarra: Mac. Millan, 2003), p. 1.

²² Sanggam Siahaan, *Generic Text Structure* (Yogyakarta: PT Graha Ilmu, 2007), p. 1.

²³ John S. Hedgcock and Dana R. Ferris, *Teaching Readers of English: Students, Texts, and Contexts*, (New York: Routledge, 2009), p. 79.

²⁴ Rudi Hartono, *Genres of Text*, (Semarang: Unes, 2005), p. 4.

prepared in accordance with the position of the word, can change the meaning and purpose of the text.

E. Types of The Text

According to Siahaan, text is a meaningful linguistic unit in a context. In other words text is character and the words that have meaning. According to Anderson and Anderson, types of text in English are divided into several types.²⁵ However Gerot and Wignell classify the genre into thirteen types. They are:

1. Recount

It is a text to retell events for the purpose of informing or entertaining.

2. Report

It is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment.

3. Spoof

It is a text to retell an event with a humorous twist.

4. Analytical Exposition

It is a text to persuade the reader or listener that something in the case.

5. News Item

It is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

²⁵ Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: Macmillan, 2003), p. 3-5.

6. Anecdote

It is a text to share with others an account of an unusual or amusing incident.

7. Narrative

It is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

8. Procedure

It is a text to describe how something is accomplished through a sequence of actions or steps.

9. Description

It is a text to describe a particular person, place or thing.

10. Hortatory Exposition

It is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation

It is a text to explain the processes involved in the formation or working of natural or socio cultural phenomena.

12. Discussion

It is a text to present (at least) two points of view about an issue.

13. Reviews

It is a text to critique an art work or event for a public audience.²⁶

²⁶ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (New South Wales: Gerd Stabler, 1994), p. 192.

Based on that explanation, it can be summarized that the types of the text there thirteen. The purpose of text type is explains when and why the reader or the writer use the text. The text type is important for any work of summarization on it. It is easier to select the main ideas from certain types of texts and a text depends on their purpose, structure and language features.

F. Concept Recount Text

There are many kinds of text in English. Every text has the difference in definition, social function, language features, and generic structure. In this case the researcher will focus on recount text.

1. Definition of Recount Text

Recount is a kind of text which retells the action happened in the past. According to Cahyono, recount text is retelling the experiences in the past. A recount text presents the past experience in the series of events in detail.²⁷ It means that recount text is the recount text is a type of text that retells an event in the past.

According to Barwick, recount text describes an event has occurred in the past.²⁸ It means that recount is a kind of text that retells about events or experiences in the past. According to Knapp and Watkins, recount is the

²⁷ Bambang Yudi Cahyono, *Teaching English by Using Various Text Type*, (Malang: State University of Malang Press, 2011), p. 14.

²⁸ John Barwick et al, *Targeting Text: Recount, Procedure, Exposition*, (New South Wales: Blake Education, 1999), p. 4.

simplest text type in the genre.²⁹ It means that recount is the easy text for a reader appropriate with genre.

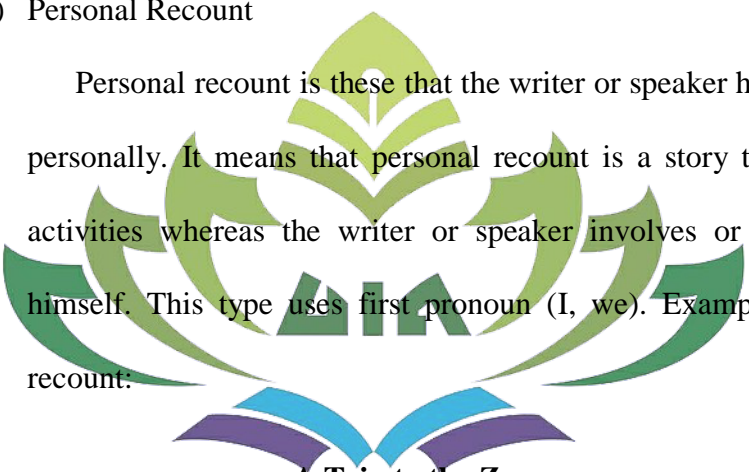
From those statements, the researcher can be concluded that recount text is a kind of a text that retell past events, to give the information to the readers about the past events.

2. Types and Example of Recount Text

According to Keir, there are three types of recount text. There are:

a) Personal Recount

Personal recount is these that the writer or speaker has experienced personally. It means that personal recount is a story that tells about activities whereas the writer or speaker involves or do by her or himself. This type uses first pronoun (I, we). Example of personal recount:



A Trip to the Zoo	
Orientation	Yesterday my family went to the zoo to see the elephant and other animal.
Events	When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before lunch we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope. During lunch we fed some birds in the park. In the afternoon we saw the animals being fed.
Re-orientation	When we returned home we were tired but happy because we had so much fun. ³⁰

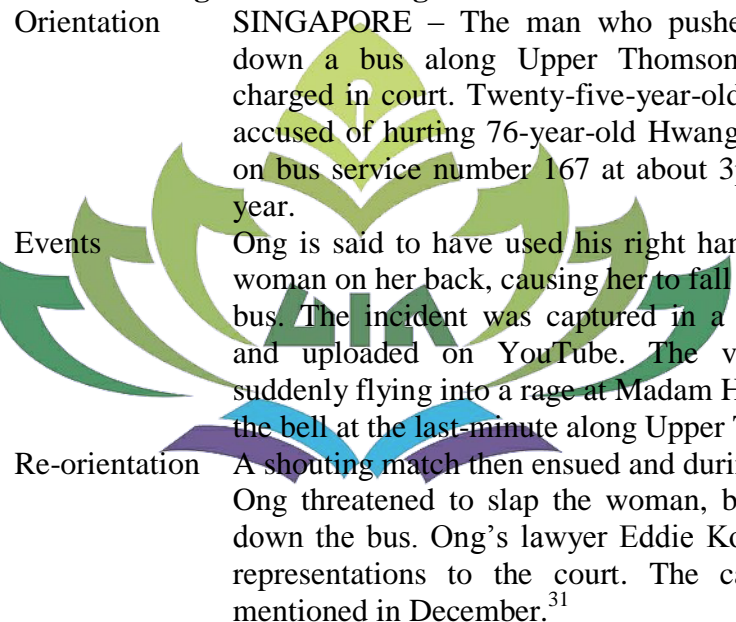
²⁹ Peter Knapp and Megan Watkins, *Genre, Text, and Grammar (Technologies for Teaching and Assessing Writing)*, (Sidney: University of New South Wales Press Ltd, 2005), p. 223.

³⁰ <https://luthfan.com/contoh-recount-text/> accesed on Tuesday March 20th, 2018, 7 p.m.

b) Factual Recount

Factual recount records the details of a particular incident. A factual recount is concerned with recalling accurately. This type uses the third person pronouns (he, she, it, and they). Some example include: accident report and historical recount. Example of factual recount:

Man Charged with Pushing Old Woman down Bus



Orientation	SINGAPORE – The man who pushed an old woman down a bus along Upper Thomson Road has been charged in court. Twenty-five-year-old Ong Kok Hao is accused of hurting 76-year-old Hwang Li Lian Nee Lye on bus service number 167 at about 3pm on June 5 this year.
Events	Ong is said to have used his right hand to push the old woman on her back, causing her to fall on the steps of the bus. The incident was captured in a two-minute video and uploaded on YouTube. The video shows Ong suddenly flying into a rage at Madam Hwang for pressing the bell at the last-minute along Upper Thomson Road.
Re-orientation	A shouting match then ensued and during the heated spat, Ong threatened to slap the woman, before pushing her down the bus. Ong's lawyer Eddie Koh will be making representations to the court. The case will next be mentioned in December. ³¹

c) Imaginative Recount

Imaginative recount gives details of what might have happened in the past. It means that imaginative recount describes an imaginary role and gives details of imaginary events. Example of imaginative recount:

³¹ <https://maudisini.com/contoh-recount-text/> accessed on Tuesday March 20th, 2018, 7 p.m.

My Adolescence

Orientation	I had my adolescence when I was thirteen.
Events	It started with acne that showed up on my face. It was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends. Fortunately, my Mum gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face.
Re-orientation	That was my bad experience with adolescence, though there were still lots of good experience too. ³²

Based that the explanation, the focus of the researcher is personal recount. It is because personal recount text has been taught to the students by the teacher.

3. Social Function of Recount Text

Social function also can be called as purposed. Social function is the important part in writing genre. Gerot and Wignell state that the social function of recount is to retell events for the purpose of informing or entertaining.³³ Hyland states that the social purpose of recount text is “tell what happened”.³⁴ It means that the social function of recount is to retell past experience for informing and entertaining.

4. Language Features

Language feature also can be called as grammatical feature. It is the important part in recount text and language feature as a characteristic of recount text.

³² <https://informasiana.com/contoh-recount-text-pengertian-dan-strukturnya/>, accesed on Tuesday March 20th, 2018, 7 p.m.

³³ Linda Gerot and Peter Wignell, *Op.Cit.* p. 194.

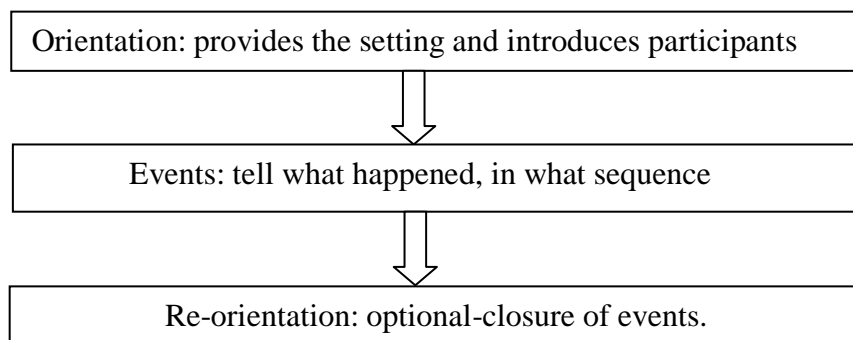
³⁴ Ken Hyland, *Teaching and Researching Writing (2nd Ed)*, (Britain: Pearson Education, 2002), p. 99.

There are some features of recount text are as follow:

- a. Proper noun and pronouns to identify those involved in the text
- b. Action verb
- c. Descriptive word to give details about who, what, what, when, where, and how.
- d. The use of the past tense to retell the events.
- e. Conjunction and time connectives.
- f. Adverb and adverbial phrase.
- g. Words that show the order the events.

5. Generic Structure

Recount text consist of orientation which introduces the participants, place, and time, events which describe some events that happened in the past, and reorientation which states personal comment of the writer. According to Gerot and Wignell the generic structures of recount consist of orientation, events, and re-orientation.³⁵ It can be seen on Figure 1:



³⁵ Linda Gerot and Peter Wignell, *Op.Cit.* p. 194.

Example of generic structure of recount text:

Watching Movie

Orientation	My sister and I went to see a film last night. It was an American movie called The Lost Flight. It showed how people can quickly change when they have to look after themselves in the jungle. It was an interesting film about a plane which crashed on a small empty island in the Pacific Ocean.
Events	Although the passengers were safe, nobody knew where the plane had crashed. So the passengers had to learn how to hunt for food in the jungle and how to catch fish from the sea to eat. After a few weeks, the passengers were eating raw fish and meat. After they had been on the island for two months, three of the men made a boat and sailed away to find help. But their boat sank and they were drowned.
Re-orientation	The film ended without saying whether the passengers were rescued or not. But my sister and I enjoyed the film.

G. Concept of Buzz Group

Technique in teaching learning process is helpful both teacher and students. There are many of technique that can be applied by the teacher; one of the techniques is Buzz Group. Buzz group technique in reading comprehension students can understand the read the topic well that they discussed with their own group. Below is the details information of Buzz Group.

1. Definition of Buzz Group

Buzz group are teams of four to six students that are formed quickly and extemporaneously to respond to course-related questions. Each group can respond to one or more questions; all groups can discuss the same or

different questions.³⁶ It means that each group can respond to one or more questions; all groups can discuss the same or different questions. Discussion is informal, and students do not need to arrive to consensus, but simply exchange idea.

According to Brewer buzz groups encourage more efficient discussion.³⁷ It means that buzz group dividing to whole class into small groups; more students have the opportunity to express their thoughts. Buzz group set the groundwork to get discussion started. Small group are useful in many instructors prefer to do almost all acquisition activities first in small groups (especially problem-solving and information gathering activities) before doing them with the class as a whole.

The buzz group technique is very effective to be implemented in reading activity because the teacher can divide a large group into smaller groups.³⁸ It means all students can deliver their own opinion to their friends without being ashamed. This technique is beneficial because it gives all students the freedom to express themselves equally, so every student gets a chance to contribute to the discussion to solving the problem in question.

By using buzz groups technique, students can learn in the group discussion so that they are easier to express themselves and share their

³⁶ Elizabeth F. Barkley, K. Patricia Cross, Claire Howell Major, *Collaborative Learning Techniques: a handbook for college faculty*, (San Fransisco: Jossey-Bass, 2001), p. 112.

³⁷ Ernest W. Brewer, *13 Proven Ways to Get Your Message Across: The Essential Reference for Teachers, Trainers, Presenters, and Speakers*, (California: Corwin Press, 1997), p. 72.

³⁸ Megamara O. Permata and M.G. Retno Palupi, *The Buzz Group as a Suggested Reading Technique to Improve Reading Comprehension of Junior High School*. P. 11.

understanding of written text in reading classroom.³⁹ The Buzz Group technique really provides opportunities for the students to understand the lesson material more by asking each other group member without being ashamed and afraid, since the students are usually afraid to ask the difficulties to the teacher.

According to Svinicki one of the popular techniques for achieving student participation in groups is the buzz session.⁴⁰ It means the groups can be asked to come up with one hypothesis that they see as relevant, with one application of a principle, with an example of a concept, or with a solution to a problem.

Based on those explanations, buzz group are teams to four until six students and can helps students to trigger their thinking towards the given topic from the teacher. They are given limited time to think and give their argument related to a topic which can make them having fast response. So that, no one in the class thinks slowly and they can also enhance their courage to give the argument in front of the audience.

³⁹ *Ibid.* p. 18.

⁴⁰ Marilla Svinicki and Wilbert J. McKeachie, *Teaching Tips, Strategy, Research and Theory for College and University Teacher (13th Ed)*, (USA: Wadsworth, 2006), p. 47.

2. Procedure of Using Buzz Group

In this research, the researcher will teach reading comprehension in recount text through Buzz Group. The procedure can be applied as follows:

- a. Form groups; announce the discussion prompts and time limit.
- b. Ask group members to exchange ideas in response to the prompts.
- c. Check periodically to see whether groups are still actively engaged and focused on the assigned topic. If off topic, shorten the time limit. If on topic and the time has ended, consider extending the limit for a few minutes.
- d. Ask the students to return to whole-class discussion and restate the prompt to begin.⁴¹

Based on that explanation, the researcher concluded that procedure of teaching reading recount text by using buzz group is preserving the impromptu, spontaneous character of buzz group is possible in a synchronous environment. For groups of eight to twelve at the beginning of the semester, identify each group (group A, group B, and so forth), and create a forum for each group. Post discussion prompts on each group's forum and ask students to reply at least twice: once directly to the prompt, and once to another student's response.

⁴¹ Stephen D. Krashen, Tracy D. Terrel, *The Natural Approach: Language Acquisition in the Classroom*, (London: Prentice Hall Europe, 1983), p. 126.

3. Advantages of Using Buzz Group

There are some advantages of using Buzz Group in general follows:

- a. It allows everyone's ideas to be expressed.
- b. Participants learn to work in real-life situation where others opinions are considered.
- c. It sets the groundwork to get discussion started.
- d. Because members are expressing opinions, it is good for dealing with controversial subjects.

4. Disadvantages of Using Buzz Group

The disadvantages of Buzz Group technique are:

- a. Effectiveness of the group may be lowered by the immature behavior of a few.
- b. It may not be effective for younger groups or groups that know each other too well to take each other's opinions seriously.
- c. It can be time consuming when dealing with very large groups.

5. Teaching Reading Comprehension on Recount Text by Using Buzz Group

In this research, the researcher will teach reading comprehension in recount texts through buzz group technique. The procedure can be applied as follows:

- a. Pre-activity
 - 1) The teachers greet the students by saying good morning.

- 2) The teacher checked the students' attendance by calling them one by one.
- 3) The teachers review the material that has been studied before.
- 4) The teacher asked questions about discussing between prior knowledge and the material to be studied.
- 5) The teachers present the procedure about the Buzz Group technique.

b. While-activity

1) Observing

- a) The teacher submitted a question regarding the recount text to be guessed by students.
- b) The teacher gave the text and asks students to analyze the recount text given by the teacher.

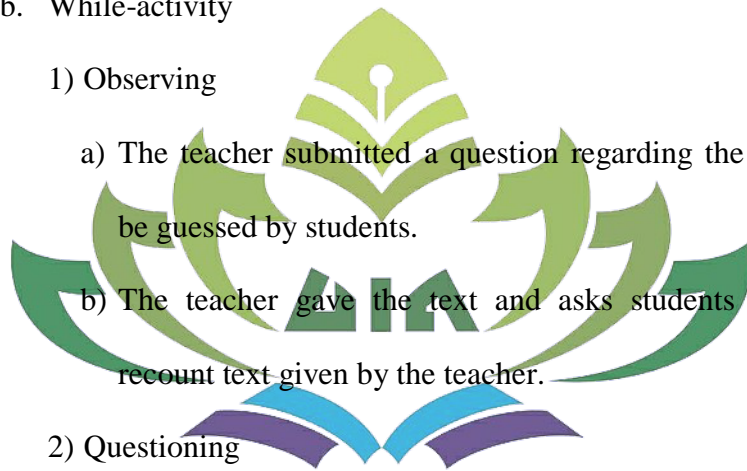
2) Questioning

- a) The teacher asked students to write questions after previewing and decision making.

3) Exploring

- a) The teacher asked students to create groups of 3-4 people.
- b) The teacher distributed paper containing topics about recount text.
- c) The teacher asked students to exchange ideas.

4) Associating



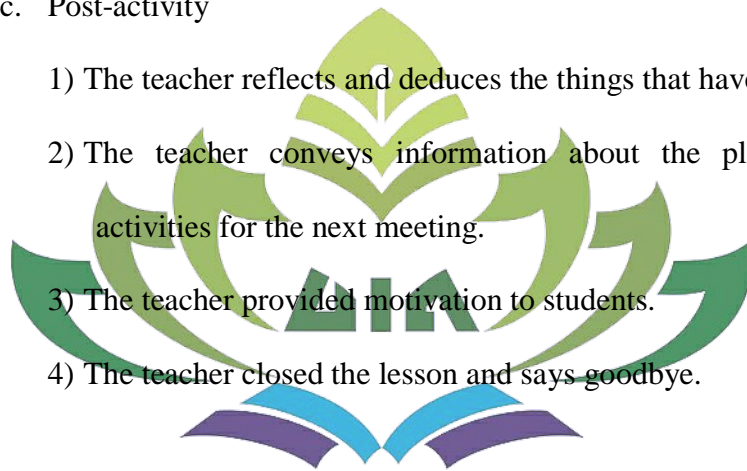
- a) The teacher was checked regularly to find out if the group stays on the topic, if it comes out of the topic shortened when discussing. If the discussion is still on the topic, and the time is up then an additional few minutes are given.

5) Communicating

- a) The teacher asked students about the material related to recount text.

c. Post-activity

- 1) The teacher reflects and deduces the things that have been learned.
- 2) The teacher conveys information about the planned learning activities for the next meeting.
- 3) The teacher provided motivation to students.
- 4) The teacher closed the lesson and says goodbye.



H. Concept of Think Pair Share

The Think Pair Share technique has grown out of the cooperative learning, developed by Lyman and his colleagues at the University of Maryland. Think Pair Share technique is one of technique that has three steps in learning that are thinking individually, pairing with partner and sharing the information.⁴²

The teachers give some minutes for students to think about the topic in their own idea. Each student should be paired with another student.

⁴² Lia Aris Tantya, Syaifudin Latif Darmawan, *The Influence of Using Think Pair Share and Pairs Check Technique Toward Students' Writing Ability in Recount Text At The Students Of SMP N 2 Pekalongan Academic Year 2013/2014*, (Premise Journal ISSN 2089-3345, 2014), Vol. 3, No. 2, p. 18.

1. Definition of Think Pair Share

Think pair share is a cooperative learning technique that helps students give meaning to the information they receive.⁴³ In addition, Kagan says that think pair share technique is technique that the students think to themselves on the topic provided by the teacher, they pair up with the other students to discuss it, than they share their thought with the class.⁴⁴ It means that, think pair share is challenges all recitation or discussion needs to be held in the whole group setting, and it has built in procedures for giving students more time to think and respond each other.

Think pair share is particularly effective as a warm up for whole class discussion.⁴⁵ It means that think pair share is a small and enrollment is stable, the students can make pairs to work together over an extended period of time.

Think Pair Share technique is one of technique that has three steps in learning that are thinking individually, pairing with partner and sharing the information.⁴⁶ It means that students work in teams of four with two sets of partners. Then, the students share their thinking with their partner, discuss idea and ask question of their partner about their thought on the topic.

⁴³ Donna E. Walker, *Strategy for Teaching Differently*, (California: Corwin Press Inc, 1998), p. 32.

⁴⁴ Spencer Kagan, *Cooperative Learning the Structural Approach*, (Annual Summer Institute: Kagan Publishing, 1990), p. 14.

⁴⁵ Elizabeth F. Barkley, et. al, *Collaborative Learning Techniques*, (San Fransisco: Jossey Bass, 2005), p. 104.

⁴⁶ Lia Aris Tanyta, Syaifudin Latif Darmawan, *The Influence of Using Think Pair Share and Pairs Check Tehnique Toward Students' Writing Ability in Recount Text at The Students of SMP N 2 Pekalongan Academic Year 2013/2014*. (*Premise Journal*, 2014), Vol 3, No. 2, p. 18.

Based on that explanation, the researcher concluded that think pair share is a four-step discussion strategy which incorporates wait time and aspects of cooperative learning. Group members think about a question/topic individually, and then share their thoughts with a partner.

2. Procedure of Using Think Pair Share

The procedure Think Pair Share can be applied as follows:

- a. The first step, pose the question to the class, giving students a few minutes to about the question and devise individual response.
- b. Then, the second ask students to pair with another student nearby.
- c. The last step, ask student A to share his or her responses with student B, and then student B to share ideas with student A. Suggest that if the two students disagree, they clarify their positions so that they are ready to explain how and why they disagree. If useful, request that pairs create a joint response by building on each other's ideas.⁴⁷

Based on that explanation, it can be concluded that in the procedure of think pair share there are four. The first is give the question for the students, second is the students make a pair, and third is the students discuss about the idea and ask question of their partner about their thought on the topic.

⁴⁷ Elizabeth F. Barkley, et. al, *Op.Cit.* p. 104-105.

3. Advantages of Using Think Pair Share

According to Nurhadi, think pair share has the following advantages:

- a. Easily implemented in a large class
- b. Allow time students to reflect on the content of the subject matter
- c. Give time to students to train the opinion before sharing with a small group or as whole class

4. Disadvantages of Think Pair Share

The disadvantages of think pair share are:

- a. Think pair share needs of the skills and abilities of teacher
- b. Preparing teaching materials each meeting an appropriate level of difficulty as the extent of students' thinking
- c. Change the study habits of the students listening a to a lecture way thinking is replaced by learning to solve problem as a group, because it is own.

5. Teaching Reading Comprehension on Recount Text by Using Think Pair Share

In this research, the researcher will teach reading comprehension in recount texts through buzz group technique. The procedure can be applied as follows:

- a. Pre-activity
 - 1) The teachers greet the students by saying good morning.

- 2) The teacher checked the students' attendance by calling them one by one.
- 3) The teachers review the material that has been studied before.
- 4) The teacher asked questions about discussing between prior knowledge and the material to be studied.
- 5) The teachers present the procedure about the think pair share technique.

b. While-activity

1) Observing

- a) The teacher submits a question regarding the recount text to be guessed by students.
- b) The teacher gave the text and asks students to analyze the recount text given by the teacher.

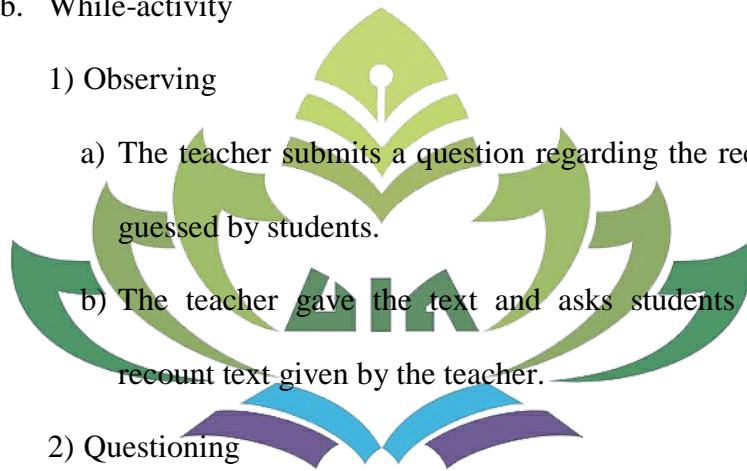
2) Questioning

- a) The teacher asked students to write questions after previewing and decision making.

3) Exploring

- a) The teacher asked students to make groups in pairs with friends next to them.
- b) The teacher distributed paper containing topics about recount text.

4) Associating



- a) The teacher asked student A to share responses with student B, and then student B shares ideas with student A.

5) Communicating

- a) The teacher asked students about the material related to recount text.

c. Post-activity

- 1) The teacher reflects and deduces the things that have been learned.
- 2) The teacher conveys information about the planned learning activities for the next meeting.
- 3) The teacher provided motivation to students.
- 4) The teacher closed the lesson and says goodbye.

I. Frame of Thinking

Reading is one of important skills for students. Reading is a tool of communication between text and reader, while comprehension is an important in reading because without comprehension in reading, the reader cannot get the point from reading text. Many students find difficulties in comprehension of English text. To solve this problem the teacher should use suitable technique in the reading teaching and learning process.

Buzz group can help students to trigger their critical thinking towards the given topic from the teacher. Buzz group in order to give students an opportunity to discuss a problem or topic in the way each student proposes an opinion, exchanging thoughts to derive conclusions from the discussion. This

is a good technique for introducing a topic having students engage in semi structured conversations about important issues in the field.

Based on that explanation, the researcher concluded that Buzz Group towards reading comprehension will increase students' motivation to learn, help the students to understand the information from the text, and the students also will bring into interesting situation and enjoyable situation.

J. Hypothesis

Ha: There is significant influence of using Buzz Group towards students' reading comprehension on recount text at the eleventh grade of SMA Negeri 2 Tumijajar in the academic year 2018/2019.

Ho: There is no significant influence of using Buzz Group towards students' reading comprehension on recount text at the eleventh grade of SMA Negeri 2 Tumijajar in the academic year 2018/2019.

CHAPTER III RESEARCH METHODOLOGY

A. The Research Design

This research was quantitative based on the experimental research. An experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study internal validity, which is the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable.¹ It means that experimental design is a researcher design that is used to find the influence of one variable to another.

This research used quasi experimental research design. Quasi experimental design is a research design that includes assignment, but not random assignment of participants to group. This is because the experimenter cannot artificially create groups for the experiment.² It means that in quasi experimental research design cannot take only few groups as samples because it can interfere learning process.

In this research, the researcher selected two classes, one is control class and the other is the experimental class. The researcher used pre-test and post-test group design.³ The research design can be seen in Table 2:

¹Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, (8th Edition), (Belmont: Wadsworth Cengage Learning, 2002), p. 301.

²John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson, 2012), p. 309.

³Ibid. p. 310.

Table 2
Pre and Post-test Design

Select Control Class	Pre-test	No Treatment	Post-test
Select Experimental Class	Pre-test	Treatment by Using Buzz Group	Post-test ⁴

Based on Table 2, the researcher selected two classes randomly, one class as a control class and last one as experimental class. Then, the students were given pre-test to know their reading comprehension in recount text before treatment and post-test after the treatment by using buzz group in experimental class and using think pair share in control class. The pre-test and post-test were conducted for control and experimental class.

B. Variable of the Research

A variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individuals or organization studied.⁵ There were two variables in this research namely: independent variable and dependent variable. An independent variable is presumed to effect (at least partly cause) or somehow influence at least one other variable. The dependent variable “depends on” what the independent variable does to it, how it affects it.⁶ The independent variable of this research is Buzz Group (X), and the dependent variable is students’ reading comprehension on recount text (Y).

⁴Ibid. p. 310.

⁵Ibid, p. 112.

⁶Jack R, Fraenkel and Norman E. Wallen, *How to Design Evaluate Research in Education*, (New York: McGraw-Hill, 2008), p. 42.

C. Operational Definition of Variable

The operational of variable in this research are:

1. Independent Variable (X)

Buzz group can help students to trigger their thinking towards the given topic from the teacher. Buzz group can respond to one or more questions; all groups can discuss the same or different questions. The buzz group technique is very effective to be implemented in reading activity because it gives all students the freedom to express themselves so every student gets a chance to contribute to the discussion to solving the problem.

2. Dependent Variable

Students' reading comprehension in recount text is the students' ability to comprehend and understand the material to give information to the readers, by answering the question related to main idea, inferences, grammatical features, detail, excluding facts, not written, supporting ideas and vocabulary in context.

D. The Population, Sample and Sampling Technique of the research

1. Population

According to Creswell, a population is a group of individuals who have the same characteristic; the target population is a group of individuals or a group organization with the same common defining characteristics.⁷

The populations of this research were all the students at the eleventh grade

⁷*Ibid*, p. 142.

of SMA Negeri 2 Tumijajar 2017/2018 which consist of 171 that are divided into five classes. Based on those statements, all the classes are the population in this research. The population of the students at the eleventh of SMA Negeri 2 Tumijajar in the academic year 2017/2018 can be seen in table 3.

Table 3
The population of the students at the eleventh grade of
SMA Negeri 2 Tumijajar in the academic year 2017/2018

No.	Class	Genders		Total
		Male	Female	
1.	XI IPA 1	17	18	35
2.	XI IPA 2	11	22	33
3.	XI IPS 1	17	18	35
4.	XI IPS 2	17	16	33
5.	XI IPS 3	18	17	35
Total		81	90	171

Source: Document of SMA Negeri 2 Tumijajar in the Academic Year 2017/2018

2. Sample

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁸ In this research, the researcher took two classes as the sample of the research, one class as the experimental class, and one class as control class. Experimental class was XI IPA 2, and the control class was XI IPS 2.

3. Sampling Technique

In this research, the researcher applied cluster random sampling technique for choosing experimental and control class because the population is in groups. Cluster random sampling is similar to simple

⁸*Ibid*, p. 105.

random sampling except that groups rather than individuals are randomly selected; the sampling unit is a group rather than an individual.⁹ It means that cluster random sampling is a method of performing population surveys through the selection of different clusters. The step in determining the experimental class and control class as follows:

- a. The first, the researcher made a kind a lottery.
- b. Second, the researcher provided five pieces of small paper which each piece was the name of each class then the researcher rolled them up and put them into a glass.
- c. Third, the researcher shook the glass and takes two pieces of the paper.
- d. Next, the first paper as the experimental class and the second one as control class. The class XI IPA 2 as experimental class and the class XI IPS 2 as control class.

E. DataCollecting Technique

In data collecting technique, the researcher used the following technique:

1. Pre-test

Pre-test is to know the result of the students before treatment in the class. The researcher got pre-test result in form multiple choices for control and experimental class. The students answer the question on the answer sheets. Then the researcher did the scoring based on their answers on the test. In pre-test the students were asked to answer reading comprehension test in form multiple choice questions about recount text

⁹*Ibid*, p. 97.

based on the provided topics that consist of 20 items with five alternative options and 60 minutes for time allocation.

2. **Post-test**

It is final of the learning, the researcher given the students same question. In test allotment of the test is for control and experimental class. So, the researcher can know the influence by after treatment and before treatment. In post-test the students were asked to answer reading comprehension test in form multiple choice questions about recount text based on the provided topics that consist of 20 items with five alternative options and 60 minutes for time allocation.

F. Instrument of The Research

According to Margono, the research instrument is a device use by the writer in collecting data by which the work is easier as the data are complete and systematic.¹⁰ In this research the test used of multiple choice tests with one correct answer and three distracters. The instrument is a test of pre-test and post-test before validity consists of 40 question of reading comprehension on recount text. Brown said that there are some criteria commonly used in measuring students' reading comprehension, they are: main idea, expression/idiom/phrases in content, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not

¹⁰Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2007), p. 155.

written, supporting idea, vocabulary in content.¹¹The specification of pretest and post-test before validity can be seen in Table 4:

Table 4
Table Specification of Pre-test and Post-test Before Validity

No	Aspects	Odd	Even	Total	Total Items	
					Odd	Even
1.	Main Idea (topic)	3	2	5	2, 14, 18	17, 21
2.	Expression/idiom/phrase in context	2	3	5	16, 36	9, 19, 37
3.	Inference (implied detail)	2	3	5	26, 28	23, 31, 33
4.	Grammatical features (reference)	2	3	5	4, 8	15, 25, 27
5.	Detail (scanning for a specifically stated detail)	3	2	5	6, 20, 24	3, 13
6.	Excluding facts not written	3	2	5	30, 32, 38	29, 39
7.	Supporting idea	3	2	5	22, 34, 40	11, 35,
8.	Vocabulary in context	2	3	5	10, 12	1, 5, 7
Total		20	20	40	20	20

From the Table 4, the main idea consists of 5 numbers. They are number 2, 14, 17, 18, and 21. The expression consist 5 numbers. They are number 9, 16, 19, 36, And 37. The inference consists of 5 numbers. They are number 23, 26, 28, 31, and 33. The grammatical feature consists of 5 numbers. They are number 4, 8, 15, 25, and 27. The detail consists of 5 numbers. They are number 3, 6, 13, 20, and 24. The excluding fact not written consists of 5 numbers. They are number 29, 30, 32, 38, and 39. The supporting idea consists of 5 numbers. They are number 11, 22, 34, 35, and 40. The

¹¹H. Douglas Brown, *Language Assessment: Principle and Classroom Practice*, (New York: Pearson Education, 2004), p. 206.

vocabulary context consists of 5 numbers. They are number 1, 5, 7, 10, and 12. So the total number is 40.

The instrument is a test of pre-test and post-test after validity consists of 20 question of reading comprehension on recount text. The specification of pretest and post-test after validity can be seen in Table 5:

Table 5
Table Specification of Pre-test and Post-test After Validity

No.	Aspects	Pre-test			Post-test		
		Odd	Even	Total	Odd	Even	Total
1.	Main Idea (topic)	14, 18	21	3	2, 18	21	3
2.	Expression/idiom/p hrase in context	-	-	0	16, 36	-	2
3.	Inference (implied detail)	28	31, 33	3	28	31	2
4.	Grammatical features (reference)	4, 8	-	2	4, 8	15, 25	4
5.	Detail (scanning for a specifically stated detail)	20, 24	13	3	6	3	2
6.	Excluding facts not written	30	29	2	-	-	0
7.	Supporting idea	22	35	2	22, 34, 40	11, 35	5
8.	Vocabulary in context	10, 12	1, 5, 7	5	12	1	2
Total		11	9	20	12	8	20

From the Table 5, the main idea in pre-test consists of 3 numbers. They are number 14, 18, and 21. The expression was zero. The inference consists of 3 numbers. They are number 28, 31, and 33. The grammatical feature consists of 2 numbers. They are number 4 and 8. The detail consists of 3 numbers. They are number 13, 20, and 24. The excluding fact not written consists of 2 numbers. They are number 29 and 30. The supporting idea consists of 2

numbers. They are number 22 and 35. The vocabulary context consists of 5 numbers. They are number 1, 5, 7, 10, and 12. So the total number is 20.

The main idea in post-test consists of 3 numbers. They are number 2, 18, and 21. The expression consists of 2 numbers. They are number 16 and 36. The inference consists of 2 numbers. They are number 28 and 31. The grammatical feature consists of 4 numbers. They are number 4, 8, 15, and 25. The detail consists of 2 numbers. They are number 3 and 6. The excluding fact was zero. The supporting idea consists of 5 numbers. They are number 11, 22, 34, 35 and 40. The vocabulary context consists of 2 numbers. They are number 1 and 2. So the total number is 20.

G. Research Procedure

In this research, there are some steps in research procedure. They are:

1. Planning

Before the researcher applied the research procedure, the researcher made some planning to run well. There were some steps that were planned by the researcher. The procedure of making planning of the research can be seen as follows:

a. Determined the subject

The researcher determined the subject. In this case the researcher choose the eleventh grade of SMA Negeri 2Tumijajar as the subject of the research, one class as experimental class and the other one as the control class.

b. Preparing try-out

The researcher prepared a kind of test (called try-out test) that was given to the students. The researcher prepared try-out test for pre-test and post-test. Then the researcher evaluated the test item.

c. Preparing the pre-test

The researcher prepared a kind of test (call pre-test) that was given to the students at control and experimental class. This test was given by researcher before the students got treatment.

d. Determining the material to be taught

The researcher determined the material to be taught to the student that is reading comprehension on recount text. The researcher gave treatment using buzz group for experimental class and think pair share for control class.

e. Preparing the post-test

The researcher prepared a kind of test (call post-test) that was given to the students. By giving the post-test, the researcher know what the students' comprehend their reading text or not.

2. Application

After making the planning, the researcher applied the research procedure that already planned. There are some steps in doing this research:

- a. In the first meeting, the researcher gave pre-test to students. This test in the form of recount text that consist of 20 items.

- b. After given the pre-test, the researcher conducted the treatment in control class and experiment class. In control class the treatment through Think Pair Share. While in experimental class, the researcher conducted the treatment by using Buzz Group.
- c. In last meeting, the researcher gave post-test.

3. Reporting

The last step that should be done in the research procedure is reporting.

There are some steps in reporting. The steps are as follows:

- a. Analyzing the data received from try-out.
- b. Analyzing the data received from pre-test and post-test.
- c. Making report on the findings.

H. Scoring Procedure

Before getting the score, the researcher determined the procedure to used in scoring the students works. In order to that, the researcher used Arikunto's formula.¹² The ideal highest score is 100. The score of post test calculated by using the following formula:

$$S = \frac{r}{n} \times 100$$

Notes:

- S = Score of test
 r = Total of right answer
 n = Total items

¹²Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bina Aksara, 1989), p. 271.

I. Validity and Reliability of the Test Instrument

This some criteria of the test and reliability:

1. Validity of the Test

Arikunto states that a test is valid if it measures what it purpose to measure.¹³ According to Muijs, validity is probably the single most important aspect of the design of any measurement instrument in educational research.¹⁴ In other words, an instrument can call valid if it can show the data of variables that are being research correctly. To know the validity of the test, the researcher used content and construct validity.

a. Content Validity

According to Creswell, content validity is the extent to which the questions on the instrument and the scores from these questions are representative of all the possible questions that could be asked about the content or skills.¹⁵ It means that instrument of the test has to appropriate from subject learning and content in skill learning. It was appropriate with syllabus in KD 3.9, KD 4.13, KD 4.14.

b. Construct Validity

Construct validity is a determination of the significance, meaning, purpose, and use of scores from an instrument.¹⁶ Construct validity refers to assumption, showing the measurement used contains correct

¹³*Ibid*, p. 80.

¹⁴Daniel Muijs, *Doing Quantitative Research in Education*, (California: Sage Publication, 2004), p. 66.

¹⁵John W. Creswell, *Op.Cit.* p. 618.

¹⁶Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen (8th Edition), *Introduction to Research in Education*, (Belmonth: Wadsworth, 2006), p. 301.

operational definition which is based on the theoretical concept. In other words, construct validity is just like a concept. In this research, the researcher administrated the test that's the scoring covered eight aspects of reading they are: main idea, expression/idiom/phrase in context, inference, supporting idea, grammar, vocabulary, detail, excluding fact not written. The researcher conducted validity of the test and consulted to the English teacher of SMA Negeri 2 Tumijajar, Mrs Uswatun Hasanah, S.Pd as validator on November 20th, 2018 for determining whether the test has obtained construct validity or not.

c. Item Validity

The researcher gave some questions to know valid or not the question that was given to the students. The item validity used to measure the validity of the test items. The researcher gave the try-out of the test to students from the different sample. The researcher gave the try out for pre-test that was taken from one class which consist 35 students in XI IPS 3, try-out for pre-test was held on November 20th, 2018. The number of items was 20 items.

The researcher also gave the try-out for post-test that was taken from one class which consists of 35 students in XI IPS 3, try-out for post-test was held on November 21st, 2018. The number of items was 20 items. Then, the researcher evaluated the test items to get good items that were tested in test.

The item validity calculated to measure the validity of the test items. In this researcher used *Product Moment* to calculate the data obtained from the try-out to find the item validity of each item. The formula is as follows:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{(N\sum x^2 - (\sum x)^2)(N\sum y^2 - (\sum y)^2)}}$$

Notes:

r_{xy}	= correlation coefficient between variable x and variable y
N	= number of cases
$\sum xy$	= number of multiplication between score x and score y
$\sum x$	= all of the score x
$\sum y$	= all of the score y ¹⁷

2. Reliability of the Test

Fraenkel and Wallen said that reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.¹⁸ Besides having high validity, a good test must have high reliability too. The researcher used SPSS(Statistical Package for the Social Sciences). The tests of reliability employed Cronbach Alpha.

In this research will be used to calculate the reliability of the test.

Below are the criteria of reliability test. The criteria of reliability test are:

0.80 – 1.00	= Very high reliability
0.60 – 0.80	= High reliability
0.40 – 0.60	= Medium reliability
0.20 – 0.40	= Low reliability

¹⁷Suharsimi Arikunto. *Op.Cit.*

¹⁸Jack R, Fraenkel and Norman E. Wallen, *How to Design Evaluate Research in Education*, (New York: McGraw-Hill, 2008), p. 154.

0.00 – 0.20 = Very Low reliability¹⁹

Table 6
The result of reliability pre-test

Reliability Statistics	
Cronbach's Alpha	N of Items
.843	20

Based on Table 6, it can be seen that result of Cronbach's Alpha pre-test was 0.843. It means that the result of Cronbach's Alpha was very high reliability.

Table 7
The result of reliability post-test

Reliability Statistics	
Cronbach's Alpha	N of Items
.816	20

Based on Table 6, it can be seen that result of Cronbach's Alpha post-test was 0.816. It means that the result of Cronbach's Alpha was very high reliability.

J. Data Analysis

1. Fulfillment of the Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regressions are widely use by writer in many disciplines, including, statistics parametric tests to produce accurate results, the assumption underlying them such as normality and homogeneity test must be satisfied.

¹⁹H. Douglas Brown, *Op.Cit.* p. 75.

a. Normality Test

To analyze the data, the researcher needs to test the data distribution, whether it is normal or not. The researcher needs to know the data are normally distributed or not so that the researcher could decide what type of test that would be used to test the hypothesis of the research later. The researcher will be test normality of test by using *SPSS* (Statistical Package for the Social Sciences). The tests of normality employed Shapiro Wilk. The hypotheses for the normality test will be formulated as follows:

H_0 : The data are normally distributed.

H_a : The data are not normally distributed.

While the criteria of acceptance or rejection of normality test are as follows:

H_0 is accepted if $\text{Sig.} \geq \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

b. Homogeneity Test

Homogeneity test is use to determine whether the data obtain from the sample homogeneous or not. In this research, the researcher use *SPSS* (Statistical Package for the Social Sciences).

The hypotheses for the homogeneity tests are formulated as follows:

H_0 = the variances of the data are homogenous

H_a = the variances of the data are not homogenous.

While the criteria of acceptance or rejection of homogeneity test are as follow:

H_o is accepted if $\text{Sig.} \geq \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

2. Hypothetical Test

In this research, the researcher use formulation independent sample T-test. The researcher use *SPSS* (Statistical Package for The Social Sciences) to process the data in normally test, homogeneity test and T-test.

The hypotheses are:

H_a : There is significant influence of using Buzz Group towards students' reading comprehension on recount text at the eleventh grade of SMA Negeri 2 Tumijajarin the academic year 2018/2019.

H_o : There is no significant influence of using Buzz Group towards students' reading comprehension on recount text at the eleventh grade of SMA Negeri 2 Tumijajarin the academic year 2018/2019.

While the criteria of acceptance or rejections of hypothesis are:

H_a is accepted if $\text{Sig.} \leq \alpha = 0.05$

H_o is accepted if $\text{Sig.} > \alpha = 0.05$

CHAPTER IV RESULT AND DISCUSSION

A. Result of The Research

This research was aimed to know whether there is significant influence of using buzz group towards students' reading comprehension on recount text at the eleventh grade of SMA Negeri 2 Tumijajar in the academic year 2018/2019. The total number of the sample was 66 students, two classes were chosen as control class and experimental class.

The researcher got the data in the form of score. The score was derived from pre-test and post-test. The pre-test was held on November 21st and post-test on November 30th 2018. In pre-test, the researcher gave the task for the students before treatment and in the post-test; the researcher gave the task for students to answer the questions after treatment.

After doing the research, the researcher got the result of the pre-test and post-test. The test was conducted in two classes, the first was experimental class and the second was control class.

1. Result of Pre-test in Experimental Class

The researcher conducted pre-test in order to know students' ability before the treatment. The pre-test was administrated on November 21st, 2018. The scores of students' recount text tested in pre-test in the experimental class could be seen in Figure1.

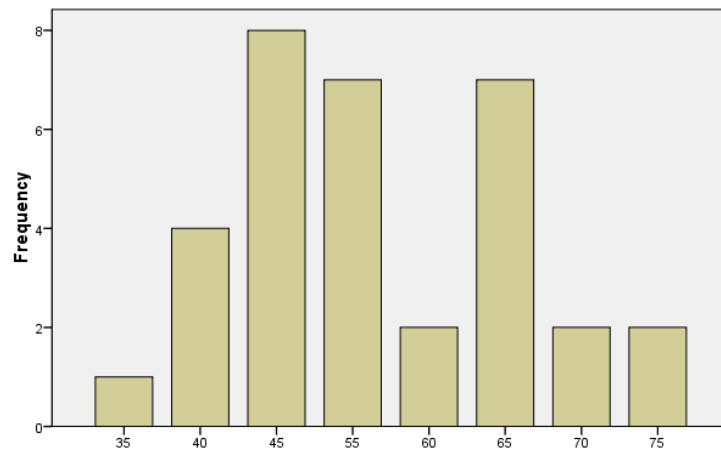


Figure 1
Graphs of the Result of Pre-Test in Experimental Class

Based on Figure 1, it could be seen that from 33 students, only one students got score 35, there were four students got score 40, there were eight students got 45, there were seven students got score 55, there were two students got score 60, there were seven students got score 65, there were two students got score 70, there were two students got score 75. For the statistics of result of pre-test in experimental class (XI IPA 2), it can be seen on Table 8:

Table 8
The Result of the Pre-test in Experimental Class

N	33
Mean	54.70
Median	55
Mode	45
Std Deviation	11.31
Variance	128.03
Minimum	35
Maximum	75

Based on Table 8, it could be seen that N of pre-test in experimental class was 33 students, mean of was 54.70, median was 55, mode was 45, standard deviation was 11.31, variance was 128.03, minimum was 35,

maximum was 75. It showed students' reading ability before they got the treatments.

2. Result of Pre-test in Control Class

The researcher conducted pre-test in order to know students' ability before the treatment. The pre-test administrated on November 21st, 2018. The scores of students' reading tested in pre-test in the control class could be seen in Figure 2.

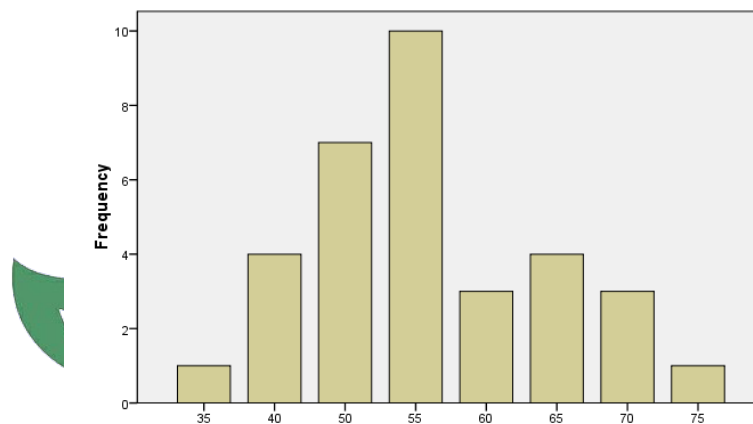


Figure 2
Graphs of the Result of Pre-Test in Control Class

Based on Figure 2, it could be seen that from 33 students, only one students got score 35, there were four students got score 40, there were seven students got 50, there were ten students got score 55, there were three students got score 60, there were three students got score 70, only one students got 75. For the statistics of result of pre-test in control class (XI IPS 2), it can be seen on Table 9:

Table 9
The Result of the Pre-test in Control Class

N	33
Mean	55.15
Median	55
Mode	55
Std Deviation	9.72
Variance	94.50
Minimum	35
Maximum	75

Based on Table 9, it could be seen that N of pre-test in control class was 33 students, mean of was 55.15, median was 55, mode was 55, standard deviation was 9.72, variance was 94.50, minimum was 35, maximum was 75.

3. Result of Post-test in Experimental Class

The researcher also gave post-test in experimental class to know students' recount text after the treatment. It was administrated on November 30th, 2018. The scores of post-test in experimental class are presented in Figure 3.

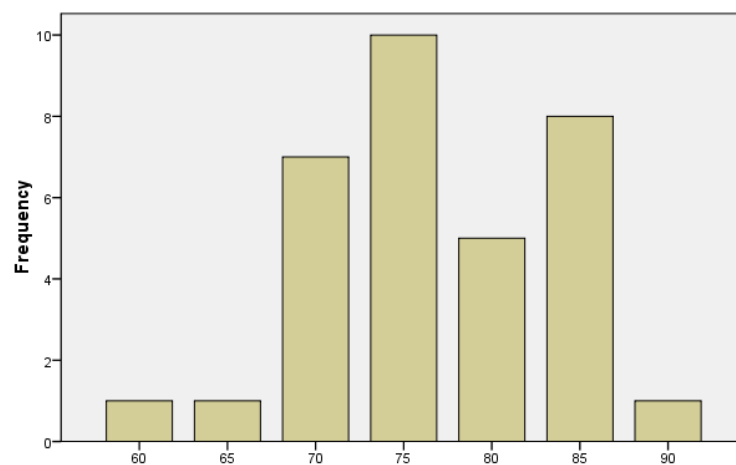


Figure 3
Graphs of the Result of Post-Test in Experimental Class

Based on Figure 3, it could be seen that from 33 students, only one students got score 60, only onestudents got score 65, there were seven students got 70, there were ten students got score 75, there were five students got score 80, there were eight students got score 85, only one students got score 90. For the statistics of result of post-test in experimental class (XI IPA 2), it can be seen on Table 10:

Table 10
The Result of the Post-test in Experimental Class

N	33
Mean	76.82
Median	75
Mode	75
Std Deviation	6.93
Variance	48.15
Minimum	60
Maximum	90

Based on Table 10, it could be seen that N of post-test in experimental class was 33 students, mean of was 76.82, median was 75, mode was 75, standard deviation was 6.93, variance was 48.15, minimum was 60, maximum was 90. It showed students' reading ability after they got the treatments.

4. Result of Post-test in Control Class

The researcher also gave post-test in control class to know students' recount text after the treatment. It was administrated on November 30th, 2018. The scores of post-test in control class are presented in Figure 4.

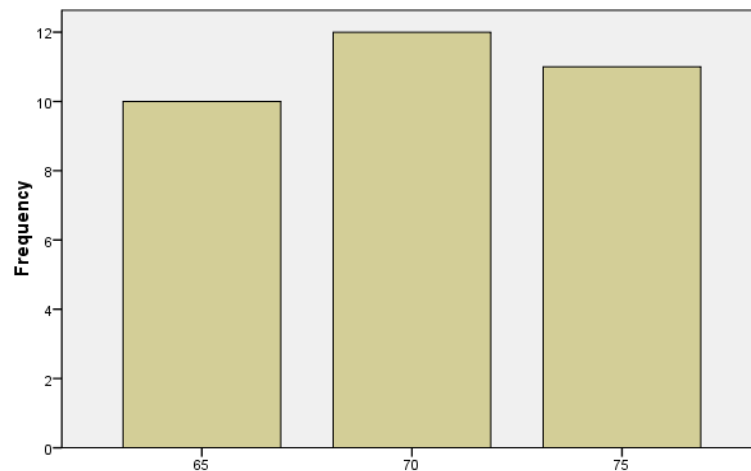


Figure 4
Graphs of the Result of Post-Test in Control Class

Based on Figure 4, it could be seen that from 33 students, there were ten students got score 65, there were twelve students got score 70, there were eleven students got 75. For the statistics of result of post-test in control class (XI IPS 2), it can be seen on Table 11:

Table 11
The Result of the Post-test in Control Class

N	33
Mean	70.15
Median	45
Mode	45
Std Deviation	4.04
Variance	16.38
Minimum	40
Maximum	55

Based on Table 11, it could be seen that N of post-test in experimental class was 33 students, mean of was 70.15, median was 45, mode was 45, standard deviation was 4.04, variance was 16.38, minimum was 40, maximum was 55.

B. The Result of Data Analysis

After collecting the data, the researcher analyzed the data by using independent sample t-test. There were two assumptions that were done, before the researcher analyzed the data by using t-test.

1. Fulfillment of The Assumptions

a. The Result of Normality Test

The normality test was used to measure whether the data in the experimental class and control classes are normally distributed or not.

The hypothesis formulas are:

H_0 = the data have normal distribution.

H_a = the data do not have normal distribution.

The criteria of acceptance or rejection of the hypothesis for normality test were:

H_0 is accepted if Sig. (Pvalue) $\geq \alpha = 0.05$

H_a is accepted if Sig. (Pvalue) $< \alpha = 0.05$

Table 12
The Result of Normality Test of Experimental and Control Class

Tests of Normality			
CC	Shapiro-Wilk		
	Statistic	df	Sig.
EC	.956	33	.195
	.939	33	.064

Based on the result of normality test, it can be seen that Sig. (Pvalue) for experimental class was 0.195 and Sig. (Pvalue) for control class was 0.064 and $\alpha = 0.05$. It means that Sig. (Pvalue) $\geq \alpha$

and H_0 is accepted. The conclusion is that data in experimental and control class had normal distribution.

b. The Result of Homogeneity Test

The researcher tested homogeneity test after he got the score of students' reading comprehension in experimental class and control class (pre-test and post-test of students' reading comprehension by using *SPSS*).

1.) The hypothesis are:

H_0 = the variances of the data are homogenous

H_a = the variances of the data are not homogenous

2.) The criteria of the test are follows:

H_0 is accepted if $\text{Sig.} \geq \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

Table 13
The Result of Homogeneity Test

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
.002	1	64	.964

Based on the result in the test of homogeneity of variance in the table 13, it can be seen that $\text{Sig. (Pvalue)} = 0.964 > \alpha = 0.05$. It means that H_0 was accepted because $\text{Sig. (Pvalue)} > \alpha$ was 0.05. It means that the variance of the data were homogeneous.

c. The Result of Hypothetical Test

After the researcher knew that the data was normal and homogeneous, the data analyzed by using independent t-test in order to know the significant of the treatment effect. Therefore, the researcher used the hypothetical test using SPSS (Statistical Program for Social Science), independent sample t-test.

The hypothesis formulas are:

Ha : There is significant influence of using Buzz Group towards students' reading comprehension on recount text at the eleventh grade of SMA Negeri 2 Tumijajar in the academic year 2018/2019.

Ho : There is no significant influence of using Buzz Group towards students' reading comprehension on recount text at the eleventh grade of SMA Negeri 2 Tumijajar in the academic year 2018/2019.

The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

H_0 is accepted if $Sig. (Pvalue) \geq \alpha = 0.05$

H_a is accepted if $Sig. (Pvalue) < \alpha = 0.05$

Table 14
Result of Hypothetical Test

t	Df	Sig. (2-tailed)
3.267	63	.002

Based on the result in the independent sample t-test in the table 14, the value of significant generated Sig. (Pvalue) or Sig. (2-tailed) of the equal variance assumed = 0.02 and α was 0.05. It means that H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was any significant influence of using buzz group towards students' reading comprehension in recount text at the eleventh grade of SMA Negeri 2 Tumijajar.

C. Discussion

The research had been conducted since November 20th, 2018. The objective of this research is to find out whether the use of buzz group technique can increase students reading comprehension on recount text at the eleventh grade of SMA Negeri 2 Tumijajar in the academic year 2018/2019. Based on the research method, this research was divided into same step. In the first step, the researcher conducted try-out in try-out class. The researcher prepared 40 items of multiple choice questions for pre-test and post-test. After the researcher gave try-out, the researcher calculated test items to know validity of the test. The result showed that 20 items of pre-test and post-test instrument were valid.

At the beginning of the research, the pre-test was administrated to know students' achievement in reading recount text before they were given treatments by the researcher. The result showed that the mean score pre-test in experimental class was 54.70 and the mean score of pre-test in control class

was 55.15. It can be concluded that there is significant influence by using buzz group towards students' score in experimental and students got score post-test higher than pre-test in experimental class.

Afterward, the students were taught by using buzz group in the experimental class and think pair share in control class. The material was three topics of recount text for three treatments. Before doing buzz group the researcher explained what the buzz group and how we do the procedure of buzz group. In the beginning of the treatment the researcher asked the students about recount text and explained it to students.

At the end of the research, post-test was given measure the improvement of students' recount text reading comprehension in both classes after the treatments done. According to the result of data by using SPSS, the result showed that the mean score of post-test between experimental class and control class were slightly different. The mean score of post-test in experimental class was 76.82 and the mean of post-test in control class was 70.15.

Based on the analysis of the data and the testing of hypothesis, the result of T-test null hypothesis (H_0) is refused and alternative hypothesis (H_a) is accepted. It means that the treatments had influence of using buzz group towards students' reading comprehension on recount text, so alternative hypothesis is accepted. Buzz group also gives students chance to work with a group discussing, the teacher can help the students to motivate and support

them to increase their comprehension in reading and make them interest about it.

In conclusion, the researcher concluded that the buzz group was more help to be used for the students to help them built their reading comprehension. It was because buzz group is not only individually but also in group, so the students would be more confident when they read and comprehend the text. The finding of this research is relevant with some previous studies. The previous research was conducted by Sari and Aji, on her research entitled “The Effect of Buzz Group Technique to the Students’ Reading Comprehension at Eleventh Grade of SMAN 6 Kediri Academic Year 2015/2016”, and by Aji “Using Buzz Group Technique to Improve Students’ Reading Comprehension (A Classroom Action Research at the First Grade of SMA Negeri 1 Karanganyar in the Academic Year of 2011/2012)”, So, finally there is significant influence of using buzz group towards students’ reading comprehension on recount text at the eleventh grade of SMA Negeri 2 Tumijajar in the academic year 2018/2019.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

At the end of the research, the post-test was given to measure the influence of buzz group towards students' reading comprehension on recount text in both classes after treatments done. The mean score of post-test in experimental class was 76.82 and the mean score of post-test in control class was 70.15. it showed that the students' post-test score in experimental class was higher than students' post-test score in control class.

The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.002. It is lower than $\alpha = 0.05$ and it means H_0 is rejected and H_a is accepted.

Based on the result of data analysis, the researcher concluded that there was significant influence of using buzz group towards students' reading comprehension on recount text at the eleventh grade of SMA Negeri 2 Tumijajar in the academic year 2018/2019.

B. SUGESSTION

Based on the result of this research, the researcher proposed suggestion as:

1. Suggestions to the teacher
 - a. In this research, the researcher found out that buzz group can be used to develop and motivate the students' reading comprehension. Due the finding, English teacher can help students increase their reading comprehension by using buzz group.

- b. The English teachers should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English, especially in reading.
- c. Buzz group is a good technique to help students in increase reading comprehension. Buzz group also gives students chance to work with a group discussing, the teacher can help the students to motivate and support them to increase their comprehension in reading and make them interest about it.

2. Suggestions for the students

- a. The students should be more active in learning reading text and the students have to read more reading text to have more knowledge.
- b. The students can apply the buzz group technique in reading comprehension for increase their reading ability.
- c. The students are brave to exchange their idea with friends in the class.

3. Suggestion to the further research

In this research the researcher focused on the influence of buzz group towards students' reading comprehension on recount text. Buzz group technique is effective to be implemented in reading activity because the research can divide a large group into smaller group. The students can deliver their idea or opinion and get chance to contribute to the discussion to solving their problem in questions. It is suggested for the next

researcher to investigate the influence of other technique towards other English skills such as listening, speaking or writing ability.



REFERENCES

- Aji, Rista Karisma Putri. *Using Buzz Group Technique to Improve Students' Reading Comprehension (A Classroom Action Research at the First Grade of SMA Negeri 1 Karanganyar in the Academic Year of 2011/2012)*.
- Anderson, Mark and Katty Anderson. *Text Types in English 2*. (South Yarra: Mac. Millan, 2003).
- Arikunto, Suharsimi. *Dasar-dasar Evaluasi Pendidikan*. (Jakarta: Bina Aksara, 1989).
- Ary, Donald. et.al. *Introduction to Research in Education, (8th Edition)*. (Belmont: Wadsworth Cengage Learning, 2002).
- Barkley, Elizabeth F. et.al. *Collaborative Learning Techniques: a handbook for college faculty*. (San Fransisco: Jossey-Bass, 2001).
- Barwick, John. et.al. *Targeting Text: Recount, Procedure, Exposition*, (New South Wales: Blake Education, 1999).
- Brewer, Ernest W. *13 Proven Ways to Get Your Message Across: The Essential Reference for Teachers, Trainers, Presenters, and Speakers*. (California: Corwin Press, 1997).
- Brown, H. Douglas. *Principles of Language Learning and Teaching Fourth Edition*. (New York: Pearson Longman, 2000).
- Brown, H. Douglas. *Language Assessment: Principle and Classroom Practice*. (New York: Pearson Education, 2004).
- Cahyono, Bambang and UtamiWidiati. *The Teaching of EFL Reading in Indonesian Context: The State of The Art*. (TEFLIN Journal, 2006). Vol. 17 No. 1.
- Cahyono, Bambang Yudi. *Teaching English by Using Various Text Type*. (Malang: State University of Malang Press, 2011).
- Creswell, John W. *Educational Research: Planning and Conducting Quantitative and Qualitative Research*. (Boston: Pearson, 2012).
- Fraenkel, Jack R. and Norman E. Wallen. *How to Design Evaluate Research in Education*. (New York: McGraw-Hill, 2008).
- G. Woolley. *Reading Comprehension: Assisting Children with Learning Difficulties*. (Springer Science: 2011).
- Gerot, Linda and Peter Wignell. *Making Sense of Functional Grammar*. (New South Wales: GerdStabler, 1994).

- Hamra, Arifudin and EnnySyatriana. *Developing a Model of Teaching Reading Comprehension for EFL Students*. (TEFLIN Journal, 2010). Vol. 21, No. 1.
- Harmer, Jeremy. *How to Teach English (An Introduction to the Practice of English Language Teaching)*. (England: Longman, 1998).
- Harris, Karen R. and Steve Graham. *Teaching Reading Comprehension to Students Learning Difficulties*, (New York: Guildford Press, 2007).
- Hartono, Rudi. *Genres of Text*. (Semarang: Unes, 2005).
- Hedgcock, John S. Hedgcock and Dana R. Ferris. *Teaching Readers of English: Students, Texts, and Contexts*. (New York: Routledge, 2009).
- Hyland, Ken. *Teaching and Researching Writing (2nd Ed)*. (Britain: Pearson Education, 2002).
- Johnson, Keit. *An Introduction to Foreign Language Learning And Teaching*. (New York: Routledge, 2013)
- Kagan, Spencer. *Cooperative Learning the Structural Approach*. (Annual Summer Institute: Kagan Publishing, 1990).
- Knapp, Peter Knapp and Megan Watkins. *Genre, Text, and Grammar (Technologies for Teaching and Assessing Writing)*. (Sidney: University of New South Wales Press Ltd, 2005).
- Krashen, Stephen D. and Tracy D. Terrel. *The Natural Approach: Language Acquisition in the Classroom*, (London: Prentice Hall Europe, 1983).
- Lines, Caroline and David Nunan. *Practical English Language Teaching: PELT Young Learners*. (New York: McGraw-Hill Companies, 2005).
- Margono. *Metodologi Penelitian Pendidikan*. (Jakarta: Rineka Cipta, 2007).
- McCune, Sandra Luna. et.al. *Cliffs Notes Praxis II*. (Canada: Wilcy Publishing, 2009).
- Mohammad Muhassin, "Teachers' Communicative Activities in Teaching English as A Foreign Language (Tefl): A Study at Sman 9 Bandar Lampung," *Humaniora* 7, no. 4 (October 30, 2016): 485, <https://doi.org/10.21512/humaniora.v7i4.3601>.
- Muijs, Daniel. *Doing Quantitative Research in Education*. (California: Sage Publication, 2004).
- Nuriati. et.al. *Improving Students' Reading Comprehension by Using Buzz Group Technique*. (E-Journal of English Language Teaching Society (ELTS), 2015). Vol. 3, No. 2.

Sari, Yuni Indah Novita. *The Effect of Buzz Group Technique to the Students' Reading Comprehension At Eleventh Grade Of SMAN 6 Kediri Academic Year 2015/2016*.

Scanlon, Donna M. et.al. *Early Intervention for Reading Difficulties: The Interactive Strategies Approach*. (New York: The Guilford Press, 2010).

Serravallo, Jennifer. *Teaching Reading in Small Group*. (Portsmouth: Heinemann, 2010).

Siahaan, Sanggam. *Generic Text Structure*. (Yogyakarta: PT Graha Ilmu, 2007).

Svinicki, Marilla and Wilbert J. McKeachie. *Teaching Tips, Strategy, Research and Theory for College and University Teacher (13th Ed)*. (USA: Wadsworth, 2006).

Tankersley, Karen. *Threads of Reading: Strategy for Literacy Development*. (United State of America: Library of Congress Cataloging in Publication Data, 2003).

Tantya, Lia Aris and Syaifudin Latif Darmawan. *The Influence of Using Think Pair Share and Pairs Check Technique Toward Students' Writing Ability in Recount Text At The Students Of SMP N 2 Pekalongan Academic Year 2013/2014*. (Premise Journal ISSN 2089-3345, 2014). Vol. 3, No. 2.

Tint, San San and EiEiNyunt. *Collaborative Learning with Think-Pair-Share Technique*. (Computer Applications: An International Journal (CAIJ), 2015). Vol.2, No.1.

Walker, Donna E. *Strategy for Teaching Differently*. (California: Corwin Press Inc, 1998).

Willis, Judy. *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension*. (Virginia: ASDC Publications, 2008).